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Let Us Stop Teaching Imaginary Languages

NOT long ago an advertisement in a magazine represented two "tough characters" burglarizing a warehouse in the middle of the night. The leader was demonstrating to his colleague that some of the merchandise bore the label of the advertiser's brand and some did not, and he was earnestly instructing the novice: "Don't take nuttin' widout dis label!"

The advertisement carries, to teachers of languages, a message besides the one that the advertiser's brand is the best. Three words used by that burglar—*nuttin'*, *widout* and *dis*—will not be found in any English dictionary. Oh, of course all Americans recognize them easily as merely sub-standard or "ignorant" pronunciations of *nothing*, *without* and *this*. But suppose English were not your native language and you had not been brought up in a place where the two forms of each word presented themselves in comparison for your unconscious assimilation. Would you identify them so easily? Suppose by dint of study and practice you had learned to comprehend the English words *nothing*, *without* and *this*; would you automatically understand *nuttin'*, *widout* and *dis*? You certainly would not. For you they might as well be totally different words; and for all you could understand of the conversation of the "tough character" who used them, he might almost as well be talking Gaelic as English.

These three words are, of course, merely symbolic of a whole system of pronunciation characteristic of the English of our "tough character" and people like him. Now, we who are in charge of foreign language instruction in schools seem always to have gone on the assumption that individuals who do not use the standard pronunciation of their language—the usage of the cultured and educated—are deservedly ignored. But the awkward fact is that what is called the "standard" pronunciation of a language is always the pronunciation of a very small minority of its native speakers. Listen to radio programs like "Candid Microphone" and "Vox Pop" and, comparing the talk of the speech-trained interviewers with that of the ordinary people interviewed, even a phonetically untrained ear will notice that the speech of the average American is amazingly different from even the American standard of English pronunciation.

Now the points I want to emphasize are: first, even slight differences in pronunciation levels, of which the native is not even conscious, mean for the foreigner very appreciable differences in comprehension; second, the present tradition of attuning the student's ear only to the "standard" pronunciation

is one of the things responsible for the notorious fact that an American with a full high school and college program of French, German or Spanish behind him too often cannot understand a word in France, Germany or Spain. Even an interested and ambitious student adequately instructed in French (for example) would not be equipped to move about Paris freely, because he has learned to understand only the ideal French which very few Frenchmen speak.

I well remember my own amazement, the first time I was in France, at finding that I could understand perfectly sermons in church, lectures in universities and the conversation of professors and librarians—and yet had only a fifty-fifty chance of understanding something said to me in a shop, on the street or in the subway. On one occasion, for instance, I stepped into a small neighborhood photographic shop to buy a somewhat uncommon size of film, and the proprietor told me (as I figured out later) that he had the desired brand but wanted me to promise I would bring back the film for him to develop. We wrangled for ten minutes over this absurdly simple situation, I stupidly repeating, "*Alors, vous ne l'avez pas?*" and he less and less patiently replying, "*Mais oui, je vous ai dit que je l'ai, seulement . . .*" and going through the whole explanation again, until finally, in utter disgust, he sold the film without conditions to get rid of this idiot. Even in listening to the radio, I noted, my comprehension would range from over ninety per cent for news broadcasts, speeches, announcements—anything spoken by the announcers or other trained speakers—to below fifty percent for dramatic programs and quiz shows, where every-day speaking habits were used.

This situation is reciprocal, to be sure. In the early days of the recent war the German overseas radio station at Berlin-Zeesen used to beam propaganda programs to the United States in an English fragrant with a really rich English accent. No doubt that was the English taught in the German schools, whose teachers did precisely what American language teachers do—taught the recognized "standard" pronunciation of the language and ignored all others. Presumably the Germans received reports apprising them that these programs sounded to Americans like hilarious caricatures, for they eventually fired the professors and put on their shows with Germans who had lived in America.

Language instruction in the United States has hitherto been graciously divorced from any contamination of practicality, but in recent years we have started to chase after that goal somewhat feverishly. If we are ever to get close to it, I submit we must open our eyes to this matter of pronunciation-levels in the languages we teach and to their effect on comprehension in those who acquire the languages as non-natives.

The question of "what pronunciation shall we teach?" has been discussed before, and the decision to teach the "standard pronunciation"—the best usage of the best speakers of the language—is a logical one. I am not sug-

gesting that we cease trying to teach our students to *speak* with the standard pronunciation; this policy is sound practically as well as theoretically. In German, for instance, native scholars distinguish the *Mundart*, the *Umgangssprache*, the *gehobene Sprache* and the *Hochsprache*, the last corresponding to the "standard pronunciation." No native speaker learns the *Hochsprache*, but every native speaker understands it. No foreigner (practically speaking) can learn to speak the every-day German of Munich or Frankfurt or Hamburg so perfectly that he can pass for a native Münchener or Frankfurter or Hamburger; but he can (theoretically) learn to speak the *Hochsprache* so perfectly that the Münchener will not recognize him as a foreigner and might even be willing to accept him as a Münchener who went to college. Similarly, no Frenchman could learn Maine English well enough to pass for a native son of Maine, but he can learn the standard American used by our radio announcers well enough to pass for an American. (It is rare but it has been done.) The "standard" pronunciation, then, is clearly the only one which it is worth the student's while to try to acquire.

But I do suggest very earnestly that, if the student ever expects to make practical use of the language he is studying, he must be taught to *understand* more than the standard pronunciation; he must learn to follow at least the average man's pronunciation, what the Germans call the *Umgangssprache*. In fact, his present inability to understand anything but the *Hochsprache*, which is spoken only in church and over the radio, is a rather severe handicap if he travels in the country itself, where he may not have much chance to listen to the radio and will not want to spend *all* his time in church. What he really needs is the ability to buy his ticket at the railroad station without seeming deaf or stupid, which is the impression you make if you do not understand what people say to you; the possibility that you may be a foreigner is (unless it is otherwise evident) one of the last things that occurs to them.

To say that, since English is fortunately a world language, an American will rarely find himself in a real emergency is, of course, a confession of complete failure. The man who cannot make himself understood, or cannot understand ordinary conversation, in a country whose language he has studied, ought to be ashamed, and so should his teacher.

It seems a ridiculous argument, but there actually has been a sort of assumption that the natives *ought* to speak their language with a cultivated pronunciation—just as we try our best to make the American boys and girls who enter our classes speak "correct English" (how many do, even after graduation?)—and that we cannot be bothered with ignorant proletarians who do not. This does not penalize the lazy native in any way, but it does penalize the industrious student who will be discouraged and unable to understand why, although he can read the language so easily, he cannot understand a word of it when spoken.

If these premises be accepted, the problem will be just *how* to teach the student to understand the pronunciation of the average man. It would probably be accepted as a truism that the best thing by far would be for him to spend some months in the country. I have my doubts about this. When you hear a phrase you do not understand today, it is no great help to hear another phrase you do not understand tomorrow. If you try long enough, you probably will learn in time, by identifying one word today and another tomorrow and a third next week; but contact with the people is not the most effective or efficient solution of this particular problem. If you do not understand a sentence, natives do not ordinarily repeat it more slowly and distinctly (which is what you eagerly want); they repeat it in a shout—on the assumption that you are a bit deaf—and more rapidly because of irritation. You wind up smiling and nodding in pleasant agreement because you do not dare ask for a third repetition.

I think anyone who has been faced with this difficulty would substantially agree that what would be the most help would be the opportunity to capture, somehow, the precise phrase he could not understand and to study it until he had figured out all the syllables. This immediately points to some sort of recording process. The standard language records, however, do not in my opinion fit the description, because none of them is a recording of the talk of common people in an actual situation of every-day life. It may be a group of professors—even native professors—enacting such a scene, but this has all the defects of a production without the original cast.

What needs to be done, I think, is for some one to walk through the streets of Madrid, Paris, Rome and so on, carrying a recording machine with a concealed microphone. He should buy books and groceries, strike up conversations with people on park benches, lean on a fence and watch a group of children at play. Later the recordings should be edited and issued with a text (properly to be used only as a check after the user, by repeated playing back, has figured out the utterances for himself). I believe that a very stimulating course in colloquial spoken foreign languages could be built upon such material.

But this material is not likely to be available in the near future, and it is necessary to look for the next best thing. I believe this is to be found in the pedagogical use of the foreign-language motion picture. It is my conviction that the amount of dialog understood in one of these pictures is a practical indication of the comprehension of ordinary conversation in the country itself. This is only natural, because the foreign movie is the nearest thing to the kind of recording described. Motion picture acting stresses “naturalness,” and although some of the performers may be stage-trained speakers, a good many of them talk just as they do off the set.

If a student is sufficiently advanced to be ready to strive for a colloquial mastery of the spoken language, the obstacles to his comprehension are

almost entirely questions of unfamiliar pronunciations. Again I am confident, although I do not believe it has been statistically proven, that such a student is already perfectly familiar with nearly all the words used in the average foreign picture—or, for that matter, in the daily life of the average man, who after all is not noted for his rich vocabulary. I am profoundly convinced that, if one reads the written language fluently, failure to comprehend the spoken language is due almost entirely to inability to identify known words in the time allowed by rapid speech, this inability being due partly to lack of practice and very largely to the fact that the native pronounces the words differently from the way the student is used to hearing them. (In this I mean to include *sandhi*—alterations undergone by words in connected rapid discourse—which, with the sole exception of liaison in French, is largely ignored in undergraduate language courses. One reaches a rather late stage of his studies in French in most schools before being told about the suppression of *e muet*, which profoundly changes the whole sound of the language. In some schools students are taught to pronounce initial *s* in German unvoiced, so they will not become confused!) In all these cases, if one could listen to enough exact repetitions of the phrases he did not understand, he would assimilate the true spoken language with what might seem amazing rapidity.

For this reason I have been advising students who really want to improve their understanding of spoken French, German or Spanish to see the same foreign motion picture over and over, as many times as necessary, until they understand all the dialog. The soundness of the principle can be proved with any ordinary American movie; is it not true that even in a picture in our native language there are nearly always two or three phrases we do not understand the first time? Seeing and hearing the picture a second time usually clears up the meaning perfectly.

This is even more evident with British pictures, in which American audiences often find quite a good deal of the dialog difficult to understand—for the very same reason, by the way, which I am stressing in this article: the obstacle to comprehension of an unfamiliar system of pronunciation, even though there may be a native speaker's knowledge of vocabulary and grammar.

The only trouble with this method is that it is excessively time-consuming—the theater usually tries to stretch the program out to at least two or three hours, of which a third may be newsreels and cartoons in English—and also expensive, at thirty or forty cents for each viewing of the picture. And, outside of a particularly favored center like the New York metropolitan area, foreign-language pictures are few and far between and always spoiled (from this point of view) by dialog titles in English.

I have long felt it would be very desirable to adapt this method of instruction to the classroom, and I believe it could be done if schools equipped

with motion picture projectors were permitted to buy prints of foreign language films. The total footage would be separated into, say, thirds, running about fifty minutes each. The script, obtained from the producer or, if necessary, transcribed by the language staff at the school, would be the course text. During a certain number of class periods the class would study the script of one section of the film, just as it would any other text, until vocabulary and grammatical difficulties had been eliminated. Then, when that had been mastered, the corresponding section of the film would be played for several weeks until comprehension was perfect, after which one would proceed to the next section. It should be possible to complete the film in one school year. Final examinations would be given by running a section of a film never previously studied and by requiring the students to write in reasonable detail the gist of the conversation in the scene played.

The novelty of a course like this would, I think, surely win a high level of student interest and cooperation, and I feel sure its effects would be very rewarding. At St. Peter's College we hope to begin a course of exactly this description in German in the fall of 1948, to be extended later to other languages if it proves successful. We hope to report later on how the experiment worked out in practice.

But aside from the practical problems of translating principles into pedagogy, I am profoundly convinced that from the strictly practical standpoint—how well the student, after the training we give him, will understand the language in the country where it is spoken—it is vital for us to realize that the *Hochsprache* or "standard pronunciation" is very largely a theoretical entity, an imaginary language. It is time, I think, to stop teaching imaginary languages.

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A “Cours de style” for French Majors

THE great emphasis in recent years on conversational French has led to valuable improvements in teaching methods, but there still exists a serious deficiency in the training of teachers of French: the lack of a course in French style. A few of the larger institutions offer such a course, but advanced courses in many consist of more conversation or advanced composition. While a more thorough knowledge of grammar and of the use of idioms is no doubt necessary, a training in style which will enable a student to write something better than school-boy French is even more a desideratum. One who writes excellent French will be in a position to speak French with more accuracy and even with distinction.

The present writer happened to see a long letter written in French by a high school teacher who had received her training in one of our largest universities. Although the grammar of this letter was impeccable, the style was little short of ridiculous. Errors in diction included anglicisms, words used incorrectly, idioms of every imaginable source, the wrong epithet with certain nouns, archaisms and *argot* used indiscriminately; this resulted in a strange mixture of styles, from the elevated and academic to the comic and vulgar. A study of phrasing, rhythm and diction, the subtleties of usage and the pitfalls of cognates would enable a student to avoid such blunders. But what is still more important for the teacher, training of this kind would provide linguistic assurance and facility which only long residence in France could equal or surpass.

The routine translation of English novels or stories into French would have small place in such a course. Free composition in French would test proficiency and progress. Materials for work of this kind are not lacking although no American textbooks are available. A brief analysis of some of the books on the technique of style might prove helpful. A good book to begin with would be the well known *Traité de stylistique française* (Klincksieck, 1913) in two volumes by Charles Bally. The exercises in volume two on the proper epithet for each noun, on conventional similes and metaphors, phrasing and levels of vocabulary would be invaluable for beginners. The important development accorded affective language, which is not mentioned in grammars, is one of the original features of this book: “*ce sont là de ces grosses vérités qui n’ont pas besoin d’être démontrées*” (II, 186). The study of exactness in the use of words could be supplemented by the consultation of *Les faux amis* by Koessler and Deroquigny (Vuibert, 1928) in

which the shades of meaning to be found in cognates receive ample illustration in polished translations from English authors. One example of the translation of a newspaper headline indicates the method: "Fantastic story exploded—*Intravisable canard à qui on a coupé les ailes*" (p. 157).

The next step would be a study of word order and the relative values of syntactic variants for the representation of a given idea. A few judicious examples might be chosen from the vast collection of Damourette and Pichon in their *Essai de grammaire de la langue française* (5 vols., Paris, 1939). They note, for example, that usage is changing in regard to the position of the adjective. In the nineteenth century 29.28 per cent of adjectives were placed before the noun and 70.70 per cent after; in the twentieth century, 47.85 per cent precede and 52.14 per cent follow. Recent publications showing the present state of the language, delicate distinctions, the range and variety of linguistic expression as well as hints on vocabulary levels, offer abundant material for analysis: *Linquistique générale et linguistique française* by Charles Bally (Berne, 1944). In this volume the author points out that French favors the substantive style. Instead of this sentence: "*Ils céderent parce qu'on leur promit formellement qu'ils ne seraient pas punis*," which he calls a school-boy style, heavy and not good French, he offers: "*Ils céderent à une promesse formelle d'impunité*." The substantive style is considered the key to cultivated speech (p. 356). *Précis de syntaxe du français contemporain* by Walther von Wartburg and Paul Zumthor (Berne, 1947) is, as the title would suggest, an attempt to describe the most recent phenomena of both the literary and the popular language as distinguished from the more conservative speech of the nineteenth century. The authors give an example of the object placed before the verb in the literary language in order to preserve a closer logical connection with the preceding sentence: "*Nous protestâmes de nos engagements antérieurs. A une telle objection il n'avait pas songé*" (p. 334). They show the difference between literary and colloquial French in the use of connectives, such as *surtout que* to signify causal relationship as in "*je ne le payerai pas, surtout qu'il me doit encore trois mille francs*" (p. 56) and *vu que* which expresses simultaneity rather than weak causality: "*il n'osait pas entrer vu qu'il n'avait pas le sou*" (p. 56). The expression *quant à* of the literary language is generally rendered by *pour* in familiar language (p. 340). In *Le génie de la langue française* by Albert Dauzat (Payot, 1944), phonology and semantics are discussed and explained with rich illustrative documentation.

The third step in our projected course would be the study of the sentence as an instrument for the expression of ideas or descriptive amplification. The model for the expression of pure ideas would be Julien Benda who strongly objects to all the ornaments of style in dealing with philosophical questions or the history of ideas. For the writing of artistic prose, one might glance at Lanson's *L'art de la prose* (1909) even though it is based on older

authors. To study oratorical devices of parallelism, antithesis and amplification, the student could examine the two very useful books of Antoine Albalat, *Le travail du style* (1903) and *La formation du style* (1929). Albalat, in the latter, praises the style of Voltaire for its facility and limpidity. He asserts that a good style may be learned as Anatole France learned from Renan. "*Les écrivains sans rhétorique blâment la préoccupation des procédés. Ils n'admettent que leur propre manière d'écrire, et, parce qu'ils trouvent naturellement le naturel, ils nient qu'on puisse l'atteindre par le labeur. Ils ont tort. Leurs qualités sont une partie du style. Il y en a d'autres.*" (p. 302). To learn the value and use of certain tenses, such as the imperfect and the past definite, one could study the expert style analysis of Flaubert by Albert Thibaudet in the last chapter of his book on Flaubert (revised edition of 1935 NRF) and the article in *French Studies* of January, 1948, by Stephen Ullmann on "The Vitality of the Past Definite in Racine." Thibaudet describes the favorite period of Flaubert, the ternary, in which the three members are arranged according to the number of syllables in a decreasing or increasing order. This provides the harmony and equilibrium of his prose. Sometimes he uses a quaternary rhythm with one member divided into two parts. Flaubert was the first to use abstract substantives without epithet: "*La lune se levait, un apaisement descendait dans son cœur*" (p. 272). The more advanced students could study with considerable profit the numerous style corrections of Flaubert as presented by Mlle. Gabrielle Leleu in *Madame Bovary, Ébauches et fragments inédits recueillis d'après les manuscrits* (2 volumes) and also in the recent article by D. L. Demorest, "Les suppressions dans le texte de 'Madame Bovary'" (*Mélanges offerts à Edmond Huguet*, Paris, 1940). Those who are interested in the practice of the leading contemporary authors of the last twenty-five years will find an excellent analysis with numerous examples in *Le démon du style* by Yves Gandon (Plon, 1938). In pointing out the faults and peculiarities of French novelists, Gandon lays bare the devices and *procédés* by which they achieve their effects. He cites a sentence of Colette as a good example of balance, rhythm, solidity of structure and easy movement: "*Vingt années, un passé fait de ternes soirées semblables, le manque de relations, cette défiance aussi, et cette veulerie qui isolent vers la fin de leur vie les femmes qui n'ont aimé que d'amour, tenaient l'une devant l'autre, encore un soir, en attendant un autre soir, ces deux femmes, l'une à l'autre suspectes*" (p. 217).

The most recent book on style, *Précis de stylistique française* by J. Marouzeau (Masson et Cie., 1946) devotes considerable space to the expressiveness and evocative quality of various combinations of consonants and vowels. He gives precise information on the hierarchy of vocabulary, and the subtleties of the epithet: "The cultivated man says *retirer, las, achevé* where the man of the lower classes says *ôter, fatigué, fini*." This seems to be rather a dubious distinction. He appears on safer ground when

he gives as a series of distinguished diction, *gourmander*, *sermonner*, *morigéner*, *réprimander*, *tancer*, *semoncer*, *admonester* to be balanced by popular words *blâmer*, *gronder*, *attraper*. Gandon says that the language of intellectuals is often a mixture of familiar and learned words: "c'est un type à réactions imprévisibles" (p. 208).

After preliminary study of the kind sketched, the student will be able to analyze the style of a contemporary author and then write a composition on a similar theme without passing through the mechanical drudgery of translation from English to French.

It is too often assumed that Americans are incapable of writing French as well as some Frenchmen, such as Gilbert Chinard and Henri Peyre, write English. The numerous Americans who have defended their theses in French universities prove that this assumption is ill-founded. On the other hand, the late Charles Du Bos, the distinguished French critic of comparative literature, tells us in his *Journal* that he felt no hesitation in lecturing in English and in writing articles in English for London newspapers although his residence in English speaking countries was of relatively short duration. The author has had occasion to notice while supervising native teachers in the AST program that not infrequently they make serious errors in their own language and that their ear often betrays them for various reasons. Sometimes, having lived a few years in the United States, they unconsciously introduce anglicisms into their speech; sometimes the people of their milieu in France spoke a careless and uncultivated French. A serious study of French style will go far towards overcoming the timidity of some of our teachers and will vastly improve the quality of secondary school teaching.

LINTON C. STEVENS

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The Orientation of Puerto Rican Students in New York City

THE past year has witnessed a considerable influx of Puerto Ricans into the city of New York, which was made possible by the easing of wartime travel restrictions. Perhaps the chief reason for this modern hegira has been the upsetting of the Island's economic balance by the pressure of growing population. Puerto Rico has an area of 3,423 square miles and a population of 1,869,255 persons. Of these, 1,302,898 are living in rural areas.¹

Although the Jones Act of 1917 made Puerto Ricans citizens of the United States, the Puerto Rican migrant who arrives in New York City is faced with problems very similar to those that were encountered by our foreign immigrant forbears when they arrived in New York harbor.

If he should arrive during the winter months, our Puerto Rican fellow American will undoubtedly be greeted by a chill wind that he never experienced in the benevolent tropical climate of his enchanted isle. He will also find himself compelled to express himself in a language which is not his normal vehicle of communication because, although Spanish customs have been modified considerably, Puerto Rico is still more Spanish than American. A rich culture of over four hundred years simply cannot be erased in thirty years through a legislative enactment.

The Puerto Rican migrant generally has lived all his life in a rural area with a slower tempo of life and a friendly atmosphere. Upon his arrival in New York he is suddenly thrust into a highly industrialized community where competition is the byword. His lack of adequate previous vocational training for work in this type of community makes it difficult for him to meet this competition. In addition, he is forced to live in crowded quarters where housing conditions are inadequate and where an intolerant attitude is often displayed by other non-Puerto Rican residents.

Another obstacle for the Puerto Rican migrant to overcome is his lack of adequate previous educational preparation. According to Rodríguez Bou,² during the academic year 1944-1945, 46.69 per cent of the children of school age in Puerto Rico were not in school. That is, out of two hundred children of school age, approximately one hundred were not in school. Of the hundred children who entered school, fifty-two per cent left school from

¹ The Office of Information for Puerto Rico, *Puerto Rico Handbook* (1947), p. 39.

² Rodríguez Bou, Ismael, *Problemas de educación en Puerto Rico*, p. 26. Universidad de Puerto Rico, San Juan, 1947, pp. 288.

the first to the third grade. Thus, of each hundred children, fifty-two had about a year and a half or less of instruction.³

Rodríguez Bou⁴ states that, although illiteracy has been diminishing in Puerto Rico since 1890, it can well increase from now on because of the great number of pupils who are not in school each year. At present there are more than half a million illiterates over five years of age. Of each hundred persons ten years of age and older, sixty-four can be classified natural or functional illiterates (having less than a fourth grade education).

The legal school age in Puerto Rico is five to eighteen years of age. The compulsory age is from eight to fourteen years. Rodríguez Bou⁵ estimates that fifty-one per cent of the pupils in urban zones and fifty-nine per cent of the pupils in rural zones are over the normal age for the grade in Puerto Rico. The loss in expenditure of effort and money involved in the high percentage of school failure could be avoided, according to Rodríguez Bou, by providing better school buildings, better equipment, better and more textbooks and better prepared teachers. Fifty per cent of teachers now teaching in the schools of Puerto Rico have an academic and professional preparation inferior to that of a normal school diploma.⁶ Also, some towns with twice the number of pupils of other towns have fewer teachers assigned to their schools.

For some time the educational authorities of the city of New York have been aware of the necessity of making adequate provision to meet the needs of our fellow Americans, the Puerto Ricans, so that their adjustment to their new milieu may be as rapid as their natural capabilities warrant. Accordingly, a committee of assistant superintendents was appointed to conduct a survey of conditions and to make the necessary recommendations for the implementation of a program that would meet the needs of our Puerto Rican pupils.

According to the findings of the Committee,⁷ in June, 1947, there were 13,914 pupils enrolled in the public elementary and junior high schools of the city who originally came from Puerto Rico. After making a careful study of conditions, the Committee stated in its report:

"There is no doubt but that many pupils coming from Puerto Rico suffer from the double handicap of unfamiliarity with the English language and lack of previous educational experience, sometimes approaching complete illiteracy. Malnutrition and other health deficiencies contribute to the educational problem of the schools.

³ Because of the system of *doble matrícula* and "interlocking," sixty-eight pupils of each hundred in urban schools and eighty-two of each hundred in rural schools had only a half day of instruction in 1944-1945.

⁴ *Ibid.*, p. 33.

⁵ *Ibid.*, p. 34.

⁶ *Ibid.*, p. 82.

⁷ Board of Education, New York City, *A Program of Education for Puerto Ricans in New York City* (1947), p. 28.

The overcrowding at home and the restlessness on the street carry over into the school in the form of nervousness, extreme shyness, near tantrums, and other behavior characteristics which are the more difficult for the teacher to understand because of the language barrier.

"The essential thing to remember, however, is that these boys and girls have the same capacity to learn, the same rights to education, the same desire for security, and the same basic loyalties to our country as any other citizens of the United States. They present a challenge to our schools to see that full educational opportunity is given them to understand and share these rights, and privileges."⁸

As a result of its study, the Committee of the Association of Assistant Superintendents made the following recommendations:⁹

- (1) Special classes ("C") should be allowed to schools in the ratio of a teacher for each fifteen pupils newly admitted from Puerto Rico.
- (2) A special differential in class size should be provided in schools enrolling Puerto Rican pupils in proportion to their numbers on register. Class registers in schools with a large representation of these pupils should not exceed 25.
- (3) A special differential in textbook and supply allotments should be made to schools enrolling Puerto Rican pupils, in proportion to their numbers on register.
- (4) Under the direction of the Division of Curriculum Research of the Bureau of Reference, Research and Statistics, a study should be made of existing curriculum materials and methodology, and new courses of study and teaching materials be devised, appropriate for the instruction of Puerto Rican pupils on the various school levels.
- (5) Under the direction of the Division of Tests and Measurements of the Bureau of Reference, Research and Statistics, a study should be made of present tests of academic achievement and mental ability, and new and appropriate instruments of measurement be developed for Puerto Rican pupils.
- (6) Special medical services should be provided in schools having a large proportion of Puerto Rican pupils.
- (7) Teachers who are expert interpreters of Spanish should be assigned during the period of registration to schools in the Puerto Rican neighborhoods to assist in the registration of new pupils.
- (8) A study should be made to determine the adequacy of the present program of adult education for Puerto Ricans.
- (9) Orientation courses for teachers in Puerto Rican culture and in conversational Spanish should be organized.
- (10) Courses for teachers in methodology and instructional materials for teaching non-English speaking pupils should be organized and staffed by experts.
- (11) Insular, federal, and city authorities should attempt to divert the flow of Puerto Rican emigrants from the overcrowded areas of New York into other sections of the city and elsewhere with some regard to housing accommodations and to occupational opportunities.
- (12) Kindergarten opportunities should be provided for all four and five year

⁸ *Ibid.*, p. 32.

⁹ *Ibid.*, pp. 94-99.

old children in schools located in Puerto Rican communities.

(13) A community relations teacher should be assigned to districts where there are large concentrations of Puerto Ricans.

In general, teachers in the elementary schools have found that younger children are more easily assimilated. Primarily it is the language difficulty which differentiates the Puerto Rican pupil from his classmates.¹⁰

Wherever possible, the "buddy system," in which a Puerto Rican child who knows English accompanies the child who does not, is used. Special provision has been made for pupils nine to twelve years of age. These children are placed in homogeneous groups ("C" classes) and taught Basic English. They are also given opportunities to associate with other pupils in many activities. When ready, they are transferred out of "C" classes to regular grades. Special abilities are recognized in the arts and crafts program, and medical and dental attention is provided.

Lectures are given to teachers on the Puerto Rican background so as to render them sympathetic toward Puerto Rican children. Excursions to places of interest are planned for the children.

In the junior high schools, teachers play phonograph records, plan exhibits and teach units in social studies to bring about a sympathetic understanding of Puerto Rican culture on the part of non-Puerto Rican pupils.

Puerto Rican pupils are placed in regular classes with other pupils but are segregated in groups of twenty-five for two consecutive periods each day for intensive study of English. Each English teacher has three groups of pupils graded according to their knowledge of the English language.

Spanish speaking teachers explain the school program to pupils and their parents. Simple instruction dealing with the geography and history of New York City is given, and pupils are taken on trips to places of interest in the city.

Special instruction in nutrition is given, and medical examinations are provided.

A committee of junior high school principals of the district was organized to discuss problems which arose in connection with the Puerto Rican program.

Benjamin Franklin High School, located in East Harlem, probably has the largest concentration of Puerto Rican pupils in any academic high school in New York City. The program at Franklin revolves about the special "orientation classes" for newly arrived Puerto Rican students. These classes are conducted entirely in Spanish because those boys who are placed in the classes cannot express themselves adequately in English, although they may understand a little English if it is spoken slowly. The orientation class attempts to make the pupil's adjustment to his new environment a pleasurable

¹⁰ *Ibid.*, p. 33.

able experience during which his customs, traditions and language are treated with a sympathetic understanding that makes it unlikely that the pupil will experience those frustrations which are generally the cause of maladjustment. With his dignity and prestige assured, the new arrival is asked to fill in a questionnaire (in Spanish) through which the teacher attempts to determine what the pupil's previous educational experience has been and also to learn something about his home background. Then a non-verbal intelligence test (in Spanish) is administered. This is followed by an achievement test to determine literacy in Spanish.

In general the aim of the course is to orient the Puerto Rican pupil to the school community, to East Harlem, to his city, state and nation; to explain the duties and responsibilities of the good citizen and to acquaint him with the educational and vocational opportunities offered by the school and the city. The major emphasis in the course is on attitudes and skills rather than on purely factual understanding.

Some of the subjects treated during the orientation class period are:

- (1) The organization of the Benjamin Franklin High School: school regulations, functions of key personnel and extra-curricular activities.
- (2) Educational guidance: courses of study, college requirements, how to study, the use of the library and reading the newspaper.
- (3) Vocational guidance: requirements of various vocations and how to secure working papers.
- (4) Our community: the geography and history of New York City, our present city government, health and safety, housing in New York City, the state and federal government under which we live and the responsibilities of the citizen toward his government.

During each class period due patience must be exercised by the teacher in answering innumerable questions which may appear to be extraneous to the subject at hand but which are an essential part of the orientation process.

In addition to the above, part of each lesson is devoted to the reading of an easy Spanish text whose selections serve as a basis for free discussion and composition. Moreover, the students are taken on excursions to places of interest about the city.

Important elements in the orientation program are the "Club Borinquen" and the Puerto Rican Parents' Association. These two organizations are conducted in Spanish.

Besides being enrolled in the orientation class, the new arrival is also scheduled for a special English class. The remainder of his program is the same as that of non-Puerto Rican pupils in the school.

Lack of space has made it impossible to go into greater detail in describing the special programs for Puerto Rican children that have been initiated on three levels of instruction. No one would claim that the present

programs are the last word. Much remains to be done. However, it is to be hoped that with their customary faith and zeal our teachers will be able eventually to arrive at a program which will provide richer opportunities for our fellow Americans, the Puerto Ricans.

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THE LATIN AMERICAN APPROACH

"From the Ground Floor of International Cooperation," by Frederick J. Rex, Special Representative, Education Division, Institute of Inter-American Affairs, gives a very readable account of the work done by the Costa Rican Cooperative Educational Program. It is to be found in *Teachers College Record*, January, 1948, pp. 250-262.

"Student Participation in University Administration in Latin America," by Cameron D. Ebaugh, gives a general idea of the topic. See *Higher Education*, May 1, 1948, pp. 202-204.

"A Normal School in Mexico," by Ann Scarlett Cochran, may not be your idea of what a normal school should be, but the program described merits attention. Read the description in *Journal of Education*, April, 1948, p. 128.

NATIVE INDUSTRIES

" . . . the Borucas of southeastern Costa Rica have carefully cultivated a brown cotton, as their relatives farther southward in Ecuador and in Peru have cultivated, and in part forgotten, an equally old green and a blue cotton.

"There are three places known in the world where the single weft-weave pattern, that variety of weaving that does not permit the design to appear on the reverse side, has been found to any extent. Of these three places, Peru, Ecuador, and Costa Rica, only in the Oriente of Ecuador and among the Borucas of Costa Rica is this complicated art still practiced." [Doris Stone, "Indians and Costa Rica," *Bulletin of the Pan American Union*, LXXXII, 2 (February, 1948), pp. 67-68.]

Our Profession in Reverse

Teaching English to German Prisoners of War

THE problems which we language teachers faced during the war in the Army Specialized Training Program and in the Civil Affairs Training Schools have already been well described. Much less known is a far smaller program in which three of us were asked to apply our usual techniques in reverse. As in the AST and CAT programs, the students were soldiers in uniform, but there all similarity stopped. Instead of teaching a foreign language to American soldiers, we were to teach American English to foreigners; instead of the usual olive drab, the uniforms were motley in shape and color and had a large "PW" painted on the back of each shirt and on the seat of each pair of trousers; and instead of the dormitories and classrooms of a college, the "campus" consisted of the bare, drab barracks of a prisoner of war camp, set about with barbed wire. For these "students" were not Americans but carefully chosen anti-Nazi German and Austrian prisoners of war.

The project at which we served was a small part of the whole reeducation program conducted by the Provost Marshal General throughout the prisoner of war camps in this country.¹ Our immediate objective was to train a selected few of these prisoners so that they could serve as administrative and police officials under American Military Government in their home countries. Hence a curriculum was established which included instruction in the aims, organization and methods of American Military Government and enough instruction in spoken American English to enable the prisoners to cooperate with their future employers. A much broader and, in the long run, more important objective was to strengthen these anti-Nazis' understanding of democracy; accordingly, a series of lectures and discussions was arranged on the democratic aspects of German history and on the workings of democracy in our own country. Language instruction was also expected to contribute to this larger objective since it was believed that a necessary prerequisite to acquainting students with the culture of a people is to have them study its language.

With our objectives thus clearly defined, the three of us in charge of language instruction set about organizing our part of the curriculum.² We

¹ Our project, involving about 1,000 prisoners, was located at three different camps in Rhode Island: an Experimental School, Fort Kearney, May-June, 1945; an Administrative School, Fort Getty, July-December, 1945; and a Police School, Fort Wetherill, August-December, 1945.

² The three were: Dr. Henry Lee Smith, Jr. (in charge of language instruction), now Director of Language Studies, Division of Training Services, Department of State; Dr. Edward A. Kennard, now also in the same office with Dr. Smith; and the present writer.

found ourselves in complete agreement as to the basic approach to be used. We believed that the most effective way for any person to learn to speak any language is for him to imitate as exactly as possible what a native speaker of that language says, but that this imitation must, at the same time, be carefully guided. For native speakers to be imitated, we obviously had only to turn to the Army for an ample source of supply; guidance would have to come from us and from such materials as we could either devise or find already made.

Because one of our own number (Dr. Smith) had been foresighted enough to show the Army the value of having such a book, the Army was at that very moment publishing a language manual admirably suited to our purposes. Entitled *Englisch wie man's spricht* (Technical Manual 30-1506, A-E, with *Guide's Manual*), it went by the more familiar name of "Reverse German" since it followed the pattern already laid down in the *Basic Course* manuals (*Spoken French—Basic Course*, *Spoken German—Basic Course* and the others now available in civilian editions), written to help members of our own armed forces learn a whole series of foreign languages. As for the "native speakers to be imitated"—we knew from the start that we could not hope to get people with previous experience in teaching English to Germans—or, for that matter, with any kind of teaching experience at all. If we were to get our job done in the allotted time, we would have to select inexperienced enlisted men from the ranks of the Army and be satisfied with giving them the briefest of training in the methods they were to use. For their selection, we set up two criteria: they must be able to speak ordinary, every-day American English with no pronounced local or class dialect coloring; and they must have an Army General Classification Test score of 115 or better (minimum for Officer Candidate School was 110). Armed with these simple criteria, we sallied forth to various Replacement Training Centers and, by hook and by crook, managed eventually to find a bare minimum number of qualified men.³

Since all of these instructors were quite without experience, our main task was, first, to make their work as simple as possible and then to tell them exactly what they had to do. At the same time, if we were to get maximum efficiency from each man and give him the feeling that he was making real contributions of his own (which most of them did), we had to allow considerable free play for individual initiative. The policy was, then, one of freedom within definite limits.

³ A knowledge of German was not included in the criteria for selection since we knew that we could not obtain enough such men (except from among refugees, whose English would of course be unacceptable). Experience soon showed that a meager knowledge of German was a hindrance rather than a help since the instructor then usually wanted to use his inadequate German to make explanations—with appalling results. One instructor who insisted on doing this had to be dropped. Most of the instructors had no knowledge of German whatever. By chance, a few happened to be really fluent speakers, but neither we nor they felt that this was of much help to them.

It was difficult to make our instructors' work clear and simple since our students were divided into groups that progressed at two different rates of speed and started at three different levels. To make this rather complicated set-up clear to the instructors, we devised two sets of mimeographed instructions. The first were called "SOP's" (Army language: Standard Operating Procedure). They outlined in detail just what was to be done during each of the three (for some groups) or four (for other groups) class hours devoted to each lesson in the manual, and they told what assignments were to be given at the end of each hour. The second mimeographed instructions were the "Language Assignments," indicating which class hours of which lessons were to be covered by the various groups on any given day. This allowed us to say to a man returning from a furlough: "You're taking group D-31 tomorrow" and to know that, without further instructions, he would do the right thing at the right time. A glance at the bulletin board told him when and where the group met, the assignment sheet told him which hours of which lesson were to be covered and the SOP outlined the procedure to be followed during each hour. Such a very tight organization was needed because of the inexperience of our instructors. As an interesting by-product, it was also useful in impressing visiting generals. We would stand outside the door of the classroom, explain to the general just what sort of group it was, tell him that they would be in the middle of page 153 and then have the pleasure of watching his reaction when we walked in and found that they actually *were* in the middle of page 153.

As the size of our project grew and the number of our instructors increased to between thirty and forty, it was necessary to introduce a system of careful supervision. A number of our best instructors were taken from their previous assignments and given the new job of acting as supervisors. Each supervisor watched over the performance of five instructors. He went over each day's work with them the afternoon before, observed their work during drill sessions and then held critiques at the end of the day. In addition, it was his responsibility to see that all his groups were covered and to obtain substitutes when necessary. Since he usually took over the classes of an absent instructor himself, this meant that he also kept his hand in at teaching.

When a new instructor first arrived at the camp, he was of course introduced all around, but we did not give him any formal training for the first week or two. Instead, he was handed over to one of the head supervisors, who described the general set-up to him and saw to it that he sat in on classes and briefing sessions and observed the work of experienced instructors. Largely because of the excellent abilities of our head supervisors, this preliminary training proved very effective; much of it went on not in the classrooms but in the barracks during off-duty hours. When a new man had had sufficient time to become familiar with the work he was to do, he was put in charge of a class—still without formal training but under the

watchful eye of a supervisor who usually sat in on all his first few classes.

During this preliminary training a new man had impressed on him the fact that time was precious and that every moment during which the students were not imitating his English, or speaking English on their own, was wasted. Indulging in a bit of horse-play was permissible since it improved class morale; but the one cardinal sin was to give grammatical explanations. When a student made a mistake, or asked a question about a point of grammar, the instructor should simply give him the correct form and have him repeat it. We pointed out that the only honest answer to questions about *why* things are said in one way rather than in another is simply: "We just say it that way." Where the point in question concerned a simple matter of grammar, the manual always showed the student the system involved; where it concerned a complicated point of grammar, not covered by the manual, it would be a waste of time to give a long explanation which might turn out to be wrong and which the student could not absorb even if it were right. The instructor's job was to talk English and not to talk *about* English.

As long as an instructor confined himself to simply saying things, and avoided giving explanations, he remained on firm ground. To boost an instructor's confidence in his own abilities, we emphasized the fact that "the native speaker is always right" (unless, of course, he makes a slip of the tongue or some such thing). We told them always to use their own natural pronunciation; if the book indicated something different, they could either ignore it or make some such statement as: "The book says [wótər], but I always say [wátər]" and disregard the discrepancy from then on. We were able to have the instructors do this because we had chosen them carefully and knew that, where their pronunciation differed from that in the book, both were entirely acceptable. Occasionally we suggested that the English in the manual was more worthy of imitation than some form which the instructor habitually used, as when we persuaded several instructors from the New York area to say [síñər] rather than their customary [síngər]. But such cases were extremely rare and, in any case, unimportant since the students would certainly encounter many [síngər] speakers among our occupation troops in their homeland.

If our one unalterable "don't" was: "Don't give explanations," our one absolute "do" was: "Do talk naturally." Most of our instructors were so completely inexperienced that they had no trouble at all in doing this. But a few—either because they could not read naturally or because they rather fancied themselves as teachers—fell into the common errors of "book reading" or of using forms and constructions which somehow seemed more elegant than those they habitually used in daily speech. To train instructors out of their habit of "book reading," we had a supervisor sit in on the offender's classes, make notes on his errors and then go over them with him afterwards. To combat the sin of over-elegant speech, Dr. Smith created a

term which is worthy of being admitted to our standard works on linguistics: he called them "Miss Fidditchisms." Miss Fidditch, he explained, was your old high school teacher who told you when to say *who* and *whom*, *shall* and *will* and the like, and whose admonitions you faithfully followed in English classes but just as faithfully ignored outside of school. This type of approach soon persuaded even the most "learned" of our instructors to speak as naturally in class as out of class, and to give the students the kind of English they would actually hear from American speakers rather than the kind Miss Fidditch wanted them to hear.

After an instructor had become familiar with the problems of his job, he was given five "orientation lectures" which constituted his only formal training. The first such talk dealt with the broad mission of our whole project. The remaining four hours were devoted to a discussion of English and, where it seemed helpful, German phonology—consonants, vowels, stress, pitch and juncture. In these talks we "pulled no punches" and did not hesitate to use the professional jargon. Our purpose was, of course, to enable our instructors to do more than just realize that their students were "talking with a German accent"; we wanted them to be able to identify and correct specific phonetic errors. Much of what we said went over their heads, and we knew it. But, because they had by this time done enough teaching to understand scientific descriptions of phenomena already observed, a great deal was thoroughly grasped and immediately put into practice. After these talks it was not uncommon to hear an instructor make some such statement as: "That guy Schulze I have would be okay if he didn't have those damn voiceless lenis things. You know, it sounds as if he were saying *blease* instead of *please*." (It might be added here that the Big Three complicated our task considerably when they placed the American Zone in southern Germany. Phonetically speaking, a South German has a great deal more to unlearn in acquiring English than does a North German.)

Our students came to us with widely varying abilities in speaking English. They ranged all the way from complete ignorance to complete fluency—including one who had been an exchange student in this country, one who had lived for some time in England and had married an American girl, and one who had been brought up speaking English in Canada. On the basis of a triple screening test (auditory comprehension with true-false answers, auditory comprehension with written English answers and an individual interview to determine speaking ability), we divided them into five levels, designated A to E. Those classified A, like the Canadian boy and the exchange student, had a native or nearly native command of English. In the B group were those who perhaps were completely at home in written English but did not have a native's command of spoken English; these included many with school and university training in English, as well as some who had lived for a time in England or America. The C students were

judged to have a ninety per cent comprehension of spoken English but only a fair ability to speak it themselves; typical examples were those who had studied English in school and had then improved their abilities while prisoners in this country. D students were those with a comprehension of around fifty per cent but with little speaking ability. The E groups, finally, contained those who, because of their prison camp experience, might understand as much as thirty per cent but were able to say little more than "Yes zöhr" and "No zenk you, bleece." (In setting up the program, incidentally, we stated to our superiors that we would not be able to give this last group a really useful command of spoken English in the two months allotted to us.)

Following this classification, we were faced with the problem of adapting our instruction to the different levels of the students' abilities. Teaching C, D and E students was (theoretically) relatively simple: the E students would start with lesson 1 and progress at a rate of four class hours a lesson; the D students would start with lesson 1 but spend only three class hours on each lesson; and the C students would go at this same faster rate but begin with lesson 7 (or, in the case of the most advanced ones, with lesson 13). But what of the A and B students? They knew too much to get much benefit from the lessons in the manual; and yet there was hardly a one of them who would not benefit from an advanced type of instruction, and all of them would gain from practice in speaking and hearing English. We therefore set up the following program for their two contact hours in language each day. During the first hour they met alternately with Dr. Smith and the present writer for advanced instruction. As with the orientation lectures for instructors, Dr. Smith concentrated on the phonology of English, while the present writer dealt primarily with the German speech habits which they had to overcome in order to make their English as much like a native speaker's as possible. Once the fundamentals had been covered in this way, we went on to give them a general introduction to linguistic science. This was, of course, the subject on which we were most qualified to talk; in addition, we believed that showing them an objective approach to something as close to all of us as language would help them to attain objectivity in considering other aspects of human culture. While he was with us, Dr. Kennard also spent an hour or two on the methods of a descriptive linguist in the field, with illustrations from his own work with American Indian languages. They found his talks fascinating and began to develop a new objectivity toward our American and—even more important—toward their own German cultural institutions.

During the second hour each day, the A and B students held a sort of seminar discussion with as wide a sampling of Americans as we could give them—the commanding officers of the project and of the post, enlisted men at the camp, visiting Army officers and civilians, Republicans and Demo-

crats, Northerners and Southerners. Two of their most interesting discussions, they told us, were with a visiting college professor and with a corporal from Jersey City who gave a "Why I Like Mayor Hague" talk. Since these discussions gave the students ample opportunity to hear and speak English, they were an aid in English instruction; and since they acquainted the students with the ideas and beliefs of all sorts of Americans, they were of immense benefit to the project as a whole. By and large, they were the most effective part of the entire program at the project, and their success led to the introduction of similar techniques in other subjects of instruction.

The C, D and E students were divided into drill groups averaging eight men each (never over ten). Since the four morning hours were devoted to language work, all groups had a daily schedule of two drill and two study hours, alternately: drill, study, drill, study—or vice versa. (An instructor's normal assignment was two such groups per morning, so that he taught for four straight hours each morning—with, of course, the usual ten minutes between hours.) It was our belief that optimum results were obtained from this four hour daily schedule, half drill and half study, and that the law of diminishing returns would have set in if we had been able to devote more hours to language instruction each day. At the Police School, where the program originally called for a larger amount of non-language instruction, we at first tried—somewhat against our better judgment—a schedule of only one drill and one study hour a day; but we soon found that the results were considerably less than half as good.

In parceling out the material in the manual to the three or four drill and study hours allotted to each lesson, we followed three main principles. We insisted, first (and the students were so instructed by the manual), that the student should never attempt to memorize any new material until he had imitated his instructor's rendering of it at least twice. Secondly, we tried to impress on our students that they should "overlearn" each such imitation—that is, learn it so thoroughly that even after a normal amount of forgetting they would retain enough of it to remain perfectly fluent. We believed that only by this process of "overlearning" could they get past the halting, laborious stage of speaking and begin to form real speech habits. Finally, in order to accomplish these two purposes, we tried to arrange instruction so that the students could meet new material for the first time during a drill hour, study and memorize it during a following study hour, and then review and actually use it during the next drill hour. Thus each study hour became a link between two drill hours—a review of the preceding one and preparation for the following one.

From the moment a student entered the project, a Rating Sheet followed his progress throughout the course. On this sheet were written his score in the screening tests, his interview rating, the number of the group to which he was assigned and his scores in the tests incorporated in each sixth lesson

of the manual. In addition, we asked the instructors to jot down each week a student's rating within his group, any special difficulties which he might be having, plus a notation of his general attitude and participation. When, as was inevitable, it was discovered that a student was considerably faster or slower than the others in his group, we tried to place him in a more appropriate group. This was done partly by shifting men from one group to another within the same level—that is, from a straight D to a D+ or D—group. Occasionally we shifted a man from a D— to an E+ group and so on; or we advanced a whole E+ group to the faster, three-hour-a-lesson pace. Any number of permutations and combinations were possible, and we used most of them.

Before closing this description of our project, it would be appropriate to give some estimate of the results which we achieved. In trying to give some such evaluation, however, one is hampered by the lack of any objective system for determining a person's ability to speak a language. The best I can say is that the results exceeded our own hopes and expectations and—what was most gratifying to us—caused our colleagues to have an exaggerated opinion of our teaching abilities. The students' progress was considerably faster than that of American students whom I had taught or observed in the AST and CAT programs, or of civilian students whom I have taught by similar methods since the war. For this we would have been only too glad to take all the credit; unfortunately, I believe that the lion's share of our success must go to a number of circumstances quite beyond our own control. In the first place, English probably presents fewer difficulties to speakers of German than do most foreign languages—including German—to speakers of English. Secondly, nearly all our students had been in this country for a year—some for as much as two years and a half—and had thus been amply exposed to English, even if they had not actively acquired much of it. Thirdly, the motivation of the students was excellent; they suffered from none of the uncertainties and frustrations which plagued the AST Program. Finally—and, I believe, most importantly—the students were in a completely American setting, both geographically and linguistically, and this fact gave them a tremendous impetus. English was spoken all around them, and they had to listen to a lecture in English nearly every afternoon. In short, everything was in our favor. Even the sergeant from Brooklyn, who tried one afternoon to teach the students baseball, added his little bit—though his particular brand of English produced a flood of questions the following morning!

As was stated earlier in this paper, our immediate objective was to teach our students enough English so that they could talk effectively with American Military Government officers in Germany and Austria; we felt that we accomplished this objective reasonably well. In addition, we also felt that we contributed our share toward attaining the larger objective of acquaint-

ing the students with democracy, particularly American democracy. A prisoner's life is a hard one, and he is often treated as if he were something less than a human being. One of the great values of our project was that it gave prisoner a chance to regain his dignity as an individual. Not for years—perhaps never—had many of them experienced as truly democratic a situation as they did in our language drill groups. Here they were, eight defeated prisoners placed in the charge of one of their conquerors. And yet the free and easy atmosphere of the classroom not only betrayed none of this; it was even more informal and pleasant than the atmosphere they had known in their own schools. Part of this was because we encouraged our instructors to avoid the usual teacher-student relationship. They were urged to make the simulated classroom situations as close to real life as possible—by improvising a barber chair when the conversation called for the student to get a haircut, and so on. Part of it also came from the fact that our instructors, being inexperienced, were neither willing nor able to act as if they were in any way superior to their students; they just happened to be the one person in the classroom who, quite by accident, was brought up speaking English. But most of this democratic atmosphere was due to the fact that our instructors were, quite without knowing it, splendid examples of democracy in its fullest and finest sense. Many of them had been in combat against the Germans; seven of them had even been prisoners of the Germans. And yet, as far as we could see, they never considered the possibility that these prisoner-students could be anything less than their equals.

This complete lack of the status consciousness which is so prevalent in Germany made a profound impression on the students. Once the instructors had recovered from the initial strain of learning how to handle a class, they behaved toward the prisoners just as they did toward their fellow Americans. And, since they were Americans, informality was the watchword of the day. As often as not, when a visitor entered a classroom, he soon found himself taking part, willy-nilly, in one of the conversations that were being acted out. I remember with particular vividness the expressions of mixed mirth and wonderment on the faces of the prisoners when I once entered a drill session and was told by the instructor: "Come in, Captain. Curly here (pointing to a completely bald prisoner) was just inviting his girl to go to the movies with him, but she turned him down. Come on, Curly, let's try it again. The Captain will be your girl friend this time." Whereupon Curly, with unfeigned but good-natured embarrassment, again tried his luck, this time with more success.

As far as the broader objective of our project was concerned, this creation of a friendly, democratic atmosphere was certainly more important and more lasting than the instruction which we gave. I am sure that, long after they have forgotten their English, the students of Sergeant Tierney's group will remember with delight how he used to take off his heavy GI boots and

put his feet on the table during class. (His group was so fascinated by this that, when they were assigned a new instructor, they insisted that he do the same thing—so that they could feel more at home.) And all of them will remember how, when the Provost Marshal General himself visited language classes, their corporal and sergeant instructors calmly kept right on teaching—just as if a general were a human being, too! Little by little they came to understand the ways of these strange Americans; little by little they came to realize that all human beings have equal rights, regardless of status, and that (for example) the informal relationships between American enlisted men and officers are not an indication of weakness but rather a sign of true strength. How much of this understanding they will keep and impart to their fellow-countrymen time alone can tell. When the present writer was privileged to go to Germany in the late spring of 1947, he felt that our confidence in these men had been justified. If these men retain some of their English, we shall of course be proud and happy; but our project will have been truly successful only if the coming years show that they found with us, in and out of the classroom, a way of life which will help them to make their full contribution toward insuring that there will be no wars—or prisoners of war—in the world of the future.

WILLIAM G. MOULTON

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“How to Learn a Language”

MANY a language teacher who participated in the ASTP or CATP during World War II found that, despite his endeavors and initiative and despite the obviously encouraging results he was achieving, he was arraigned as a conservative by the newly vocal coalition of linguistic scientists. He found himself indicted by various members of the Linguistic Society of America, the American Council of Learned Societies, the Washington hierarchs of military education and even by itinerant journalists. Like the protagonist in Kafka's *Trial*, he never knew exactly by what bill of particulars he was being indicted. He read articles by the linguistic scientists (and the *ripostes* they incited) in the educational and even popular journals. Yet nowhere could he seem to find a sufficiently detailed statement of the materials and methods by which the linguistic scientist would handle all the minute problems involved in teaching a phonetic Western European language. Even the *Survey of Language Classes in the Army Specialized Training Program*—that elaborately prepared report on intensive language courses issued by the Modern Language Association—avoided expressing the philosophy of the linguistic scientists who had tried, in part successfully, to shape the vast Army program; the surveyors had been chosen by Dean Doyle for their impartiality regarding methodology. Since the close of the war no book has appeared in America to serve as a recapitulation of the linguist's position with respect to all facets of language teaching and learning.

Such a desideratum is at least partially represented by the English study, *How to Learn a Language*,* by Charles Duff, who for many years trained language teachers at the University of London. In addition to this academic background, Professor Duff was active for eighteen years in the Foreign Office and is author of a series of seven basic and minimal foreign language grammars sponsored by the Orthological Institute. *How to Learn a Language* has a threefold purpose: to speculate upon general problems of language teaching in the post-war world, to suggest practical hints on the mechanics of learning a language and, in a separate section, to set down a corpus of Foundation Material (practical phrases, an “all-purpose” word list, “bare minimum” of grammar) which one must master in any foreign tongue “to be able to make one's way satisfactorily through situations which common sense tells us arise constantly in normal human intercourse.” These are ambitious aims for a book of modest dimensions—but not too modest to offer thoughts and suggestions which will be a constant challenge to Duff's colleagues. For although this personally and loosely written book is purportedly aimed at students, Duff's tongue-in-cheek remark that it may “stimulate” teachers as well is amusing understatement.

* Oxford, Blackwell, 1947, p. 148.

Professor Duff represents a school of thought somewhere between those of the anthropologist Malinowski and I. A. Richards, both of whom he admires and quotes. His is a position which has many adherents in this country at the moment and one which must be weighed carefully. Duff is typical of the linguistic scientists in condemning almost all past language teaching, whether in Britain or America. "It does not take one long to discover that both teaching and learning are half-suffocated by an obstinate employment of old-fashioned methods, old ideas, old prejudices—old vested interests in going slow." (page 11) Again, "To be really pitied are the thousands and thousands of unfortunates who have for years been taught some language at school, yet never succeed in learning more than the merest smattering of it." (page 88) The presentation of grammar in existing manuals, based on Latin teaching, is "often chaotic." The standard frequency counts of the past get no shrift at all: "Every 'made-up' vocabulary is suspect"; a new type of compiler is needed who will be "more than a patient counter and calculator—he must be something of a 'man of the world' with a lot of 'horse sense.'" (page 25)

In short, Duff is a partisan of the "between you and I" school of language instruction which holds that communication and interchange of ideas is more crucial than accuracy. He is much in sympathy with the recent methods adopted by the military of the United States and Britain. He decries emphasis on formal grammar. We have indulged in a "fetish worship of grammar," "that ubiquitous bugbear and at times calamity of our existence." The royal road to learning is to avoid "breaking our heads over grammar and rules." His bias against grammar even leads him to such a meaningless generalization as "the truth is that pronunciation is of at least twice as much importance as grammar." (page 52) Duff believes that one should learn [teach] a "functional" rather than "literary" language, at least at the outset. Journalese, "however badly written, however scurrilous, however venal," has a live quality which accords it as important a place as the style of classic authors. After having attained an ability to communicate and become a "practical linguist," one may proceed toward accuracy and indulgence in literature.

While Duff usually shows himself to belong to the avantgarde of linguists, he is sometimes ready to compromise with more conventional thinking. Thus, while he finds the transcriptions of the USAFI language manuals "not too bad," he has earlier praised the International Phonetics Alphabet as "excellent." While he commends the use of the native speaker or informant, he readily qualifies, "or good speaker." While approving Malinowski's definition of language as "a mode of action and not an instrument of reflection," he nevertheless professes a deep fondness for French poetry. While praising the Army-type course with its oral aim, he can advise, "Read, read, read, and the grammar can be assimilated almost un-

consciously." (page 85) He is a strong advocate of Basic English, but he explains in a lucid manner why the Basic system cannot be applied to other languages. Like our own linguistic scientists, he toys with the idea that an adult may learn language as does a child but concludes that a mature student cannot have the same urge, cannot work and play at this endeavor and cannot rid himself of inhibitions about mimicry and experimentation.

In some ways Duff seems to underestimate the progress which has been achieved in textbook editing in the recent past. He stipulated that "it is the *situation* which is of dominating importance to the beginner in a language" and that the novice must "learn to deal with common situations." Yet this necessity has been recognized for some time in our American textbooks which have begun to feature topical or situational vocabularies and which present dialogs to be acted out in class. Duff complains that students of language do not have an opportunity to study the civilization of the nation whose language they are learning, disregarding not only our civilization readers but also many American grammars whose illustrations and reading selections present from the first a wealth of information about the foreign country's history, geography and institutions. In regretting that newspapers are so thoroughly ignored in schools, Duff seems unaware of the extent to which these aids are used here, either as integrated or supplementary materials. In general, the author seems unacquainted with the wealth of experimentation in American textbooks (Dutch-door readers, "reading-through-conversation" manuals, high-cognate vocabularies and the like) by professors who are not anthropological or "linguistic scientists."

A few more reservations may be in order before we proceed to the positive merits of this work. If one of the needed reforms of language teaching is to simplify the learning process, Duff's multiple suggestions adopted in gross would rather lengthen that process. Thus, the beginner is advised to read in his own language something of the country whose idiom he is to study—novels, memoirs, travel, biography and so forth—before starting his linguistic studies. The student is advised to try reading novels extensively for content and "to go over some chapters or passages twice or three times." (page 74) It is recommended that the student train his visual memory by learning to draw picturable things and then commit to memory the words for them; this game, calculated to eliminate the intermediary of English and suggested also by I. A. Richards in his recent pocket manuals of Basic, seems scarcely designed to simplify the acquiring of vocabulary. Duff also approves memorization of prose and poetry, a praiseworthy but time-consuming procedure.

Perhaps the most surprising suggestion found in Duff, because it is so old-fashioned, is his endorsement of bilingual readers which present the original text and translation on facing pages, with his further admission that "an interlinear translation may be found better."

On many counts Duff's conclusions are to this reviewer not only accurate but worthy of frequent repetition. His statement, "Do not imagine that, if you are aiming only at a reading knowledge, it is sufficient to know the meaning of words without being able to pronounce them accurately and well," is supported by Professor Otto Bond and other proponents of the reading method in this country. He recognizes that introduction of the International Phonetics Alphabet simplifies rather than complicates the teaching of pronunciation, for the reason that in many cases one need learn only "less than a dozen characters over and above those of our English alphabet." This is wisdom which went unheeded by our Army language planners who preferred what this reviewer calls the "Harry's New York Bar Transcription" of French and other languages. (In the pre-war Paris *Herald-Tribune* tourists were exhorted to ask the taxi driver to convey them to "Sank roo doh noo.") Duff is wisely against "learning words and grammar by themselves, as if they were an end in themselves, [and] practicing with disconnected sentences which merely illustrate grammar and are unrelated to a situation." (page 44) Even today grammars are submitted to our large textbook publishers with reading selections of entirely disconnected prose. Duff's remarks on audio-visual aids are sound and progressive, even encompassing television.

Several stimulating passages make this volume worthy of the attention of all language teachers. Perhaps the most diverting is Duff's analysis, lasting several pages, of the manner in which Robinson Crusoe taught Friday to speak English. The authentic pidgin which DeFoe, "himself a good linguist," makes Friday speak is indeed an illustration of the functional over the accurate. Crusoe is hailed as a good teacher because he did not correct and confuse Friday and "concentrated first on utilitarian essentials to enable [Friday] to deal with situations which arose." (page 33) Another provocative passage deals with the use of Psychodrama, or spontaneous play-acting, to release inhibitions, developed by the Viennese doctor J. L. Moreno (now of Park Avenue, New York). Duff feels that this dramatization would help students who face psychological barriers when required to speak a foreign language in public. (page 69) Most interesting is Duff's section entitled, "A Practical Guide to Foundation Material," which is "a statement of what every student should assimilate in the first stage of learning any language, and retain in the 'active' memory." In this section Duff includes the English equivalents of a few hundred words and expressions most required in any language for every-day situations and a "bare minimum" corpus of grammatical principles to be mastered before one may "get by" in a foreign tongue. If Duff's book is marketed or reprinted in America, as it deserves to be, then this section will constitute a valuable checklist for teachers over here who are composing grammars or conversational manuals.

Professor Duff is a believer in self-teaching and is somewhat of an autodidact himself:

I can number among my own personal acquaintances people who have either not ever been in Russia or whose residence in the country has hardly extended beyond five minutes (that is, a fortnight or three weeks with guides and interpreters to help them) who can read the language with enjoyment and "get along" quite well in ordinary conversation—the majority of them having taught themselves. I myself never had one lesson in Russian, but some thirty years ago I spoke it as fluently as I then spoke French, in which I had years of grueling tuition. (page 84)

However, Duff does not advocate dispensing with the teacher when one is available, and if this book is dedicated to learners, as the title specifies, it is to learners studying under a teacher. The learner will hardly derive as much practical profit from this book as from a more conventional aid of the type of Gullette and Keating's *Learning a Modern Language*. In fact, this new book will probably be read more fruitfully by teachers, who will be enthused or irritated by it, depending upon their own pedagogic persuasions.

In any case, *How to Learn a Language* is rich in hypotheses and generalizations and brings up to date many of the discussions currently being aired, even treating of linguistic problems encountered in the United Nations Assembly. In the footnotes and bibliography are a few titles of books and articles which have not had circulation in America and which are valuable contributions to our literature on linguistics and pedagogy. Without tables or graphs to encumber it, the work is vigorously and informally written. Because Professor Duff is a sort of *éminence grise* in the profession, his apologia for the linguistic scientists deserves our careful attention.

ROBERT J. CLEMENTS

The Pennsylvania State College

WHY FOREIGN LANGUAGES?

"The question is why the teaching of foreign languages is important to young Americans. Why young Americans particularly? I would rather like to say, 'Why is language teaching important to all youths of all countries, today?' Learning languages is acquiring knowledge; extending one's intellectual territories; gaining mastery of new instruments and those things that are desires which all human beings, normally endowed, cherish or should cherish everywhere. So from that point of view, the answer is obvious: it is important for youth to learn languages." [Excerpts taken from the remarks of Dr. Olav Paus Grunt made at the fourteenth annual Foreign Language Conference, School of Education, New York University—page 13 of the report.]

Spanish in American Trade Journals

THE foreign language trade journal has as its main purpose the sales promotion of American-made goods abroad. A few journals of this type have made their appearance in a few languages other than Spanish. None has ever even approached the number of trade journals in Spanish. The American trade, advertising and export journals printed in Spanish number forty-seven as compared with 103 other Spanish publications of various types now in existence. The present day circulation of the trade journals, estimated at 392,000, is considerably larger than the estimated circulation of 227,000 for the regular Spanish language press.

Trade journals in Spanish have seen their most rapid increase within the last ten years. This expansion in the number of publications has followed quite closely upon the increase in this country's trade with the lands to the south. Back in 1937 there were only seventeen trade journals; by 1941 there were twenty-five, and today there are fifty-seven. United States trade in Latin America increased threefold from 1939 to January 1946, a fact which serves to explain better than anything else the recent increase in the number of trade journals. During the World War of 1939-45 the United States developed and utilized the raw materials of South America to an extent never before attained. Latin American nations built up a large dollar exchange which could be utilized in buying American manufactured goods. Because Europe will be slow in becoming industrially rehabilitated, South America is looking to the United States for many of the manufactured products formerly imported from Europe. Many American manufacturing interests hoping to capture the markets that were formerly exploited by Germany, Great Britain and Japan, have actually set up manufacturing establishments in South American countries. A combination of circumstances, most of them associated with the late war, have given American trading and industrial interests a practical monopoly of trade with a large part of the lands to the south.

The trade journals which serve these American interests are all very attractively gotten up. Beautifully illustrated, they contain advertisements for practically the entire output of American industry available for export. Numerous articles by specialists in the various scientific, commercial and industrial fields add to the interest and practical value of the magazines. Thus they establish a very effective link between American industrial producers and Latin American buyers.

Over half the trade journals come from the nation's two leading industrial centers, nineteen from New York and nine from Chicago. Cleveland

is responsible for three and Los Angeles, for three more. The industries represented are shoes and leather, beverages, pharmaceutical supplies, machinery, radio and electrical supplies, groceries, road construction materials, refrigeration, welding, medical supplies, aviation, petroleum, automobiles, moving pictures, textiles, sugar, stenography and dental supplies. A large number of the magazines are concerned with the entire inter-American export and import field, although most magazines specialize on one product.

Four of the trade publications have articles in Portuguese as well as Spanish in order to make an appeal to the Brazilian market. However, Portuguese is not entirely necessary in all such cases, as the educated Brazilian can readily understand anything that is printed in Spanish. There is one trade journal (*Oficina Mecánica Moderna* of Cincinnati) printed entirely in Portuguese especially for the Brazilian clientele, but a far larger circulation is held in Brazil by the Spanish language trade journals from this country.

Many of the trade journals are open to subscription on the part of the general public both in this country and in Latin America. However, since the main purpose is to get the magazines into the hands of prospective purchasers of American-made goods, most of the magazines also maintain a free controlled distribution list. Most of the names on such a list will be those of importers and merchants in Latin American countries. A few of the trade journals are distributed entirely by means of the controlled distribution method. This means that copies are sent without charge to business firms abroad for whom the publication is designed, if these firms can provide satisfactory information showing that they qualify to receive copies. Thus the main object is served—supplying Latin American importers and merchants with information regarding sources of supply in this country. The circulation here in the United States is necessarily very limited, copies going only to advertisers for checking, to consulates-general of Latin-American countries, to Latin American firms which have branches established in this country, to buying representatives of overseas firms, to chambers of commerce in this country and to American exporters. Usually the number of persons receiving the magazines in Latin American countries is about ten times the number receiving them in this country. *El Indicador Industrial* of New York publishes a list showing how its 10,286 controlled circulation is distributed among the various Latin American nations: Mexico, 2,018; Brazil, 1,859; Argentina, 1,426; Chile, 776; Colombia, 772; Cuba, 741; Peru, 478; Venezuela, 390; Bolivia, 323; Uruguay, 231; and 1,182 in twenty other countries.

In a few instances the same publisher will issue two or more different Spanish language trade journals. The Canterbury Press of Chicago issues four bi-monthly magazines in various fields and two monthlies. Harry

ROBERT F. BRAND

Journal	Special interest	Appearance	Circula- tion	Con- trolled distribu- tion	Established	Editor	Publisher
<i>America Clínica</i>	Medical profession of Latin America	monthly	4,000	7,500	1941	A. Molina	Panamerican Publ. Co., 393 Seventh Ave, New York
<i>America Comercial</i>	Foreign trade (Spanish edition of <i>Commercial America</i>)	monthly		16,021	1904	Carson Temple	Commercial Museum Publ., 34th St. below Spruce, Philadelphia
<i>America Industrial</i>	Export trade	quarterly	11,792	free	1937	S. E. Hollis	Amer. For. Credit Underwriters Corp. Publ., 170 Broadway, New York
<i>Automóvil Americano</i>	Latin American automobile trade	monthly	9,912	x	1917	George E. Quisenberry	Business Publ. Inter. Corp., 330 W. 42nd St., New York
<i>Aviación</i>	Aviation industry	bi-monthly	1,000	4,000	1934	Armand R. Chevalier	Publicaciones Latino-Americanas, 354 S. Spring St., Los Angeles
<i>Bebidas</i>	Beverages	bi-monthly		x			Canterbury Press*
<i>Boletín de la Oficina Sanitaria Panamericana</i>	Sanitation (mostly in Spanish with occasional articles in English, Portuguese and French)	monthly	10,500	x		Dr. A. A. Moll	Oficina Sanitaria Panamericana, Washington, D. C.
<i>Boletín de la Unión Panamericana</i>	(Spanish edition of the <i>Bulletin of the Pan American Union</i>)	monthly			1893		Pan American Union, Washington, D. C.
<i>Boletín Linotípico</i>	Linotype interests	irregularly					Mergenthaler Linotype Co., 39 Ryerson St., New York
<i>Caminos y Calles</i>	Road and street construction	monthly	10,589	x	1941	C. T. Toral	Gillette Publ. Co., 22 W. Maple St., Chicago
<i>Cine-Mundiád</i>	Film news	monthly					Spanish-Amer. Publ. Co., 8820 Sunset Blvd., Hollywood
<i>Cine-Mundiád</i>	Moving pictures	monthly	29,120		1926	Alberto Rondon	Spanish-Amer. Publ. Co., 1819 Broadway, New York
<i>El Comercio</i>	Moving pictures	monthly			1916	F. G. Ortega	Chalmers Publ. Co., 516 Fifth Ave., New York
<i>El Comercio</i>	Elaboraciones y Envases	weekly					El Comercio Publ. Co., 3647 E. First St., Los Angeles
<i>Evening Sky Map</i>	Processing and packaging	(Thursday)					Canterbury Press*
<i>Exportador Americano</i>	Astronomical	bi-monthly	3,879	x	1905	Maria Barritt	Celestial Map Publ. Co., 244 Adams St., New York
<i>Exportador Americano</i>	Exporting interests (printed in separate Spanish and English editions)	bi-monthly	11,950	x	1877	Franklin Johnston	Johnston Export Publ. Co., 386 Fourth Ave., New York

* Canterbury Press, 360 N. Michigan Ave., Chicago; Harry H. Costello, publ.; Munro Innes, gen. ed.; John Maher Printing Co.

Journal	Special interest	Appearance	Circula- tion	Con- trolled distri- bution	Established	Editor	Publisher
<i>Farmacia Moderna</i>	Pharmaceutical supplies	bi-monthly	6,566	x	1942	R. T. Turner	Canterbury Press*
<i>Farmacéutico</i>	Latin American drug trade	monthly			1925		Business Publ. Inter. Corp., 330 W. 42nd St., New York
<i>Gráfico Industrial</i>	Industrial interests	quarterly			1934		Publicaciones Latino-Americanas, 416 W. 8th St., Los Angeles
<i>Guía de Importadores</i>	Foreign trade (printed in separate Spanish and English editions)	monthly		25,026	1904	J. E. Sitterly and Sons, 440 Fourth Ave., New York	
<i>Hacienda</i>	Export trade (Spanish and Portuguese)	monthly	18,172		1905	La Hacienda Co., Inc., Publ., 20 Vesey St., New York	
<i>Indicador Industrial</i>	Industrial and machinery	monthly		8,460	1944	C. A. Esteve	Latamer Publ. Co., Inc., 220 W. 42nd St., New York
<i>Indicador Mercantil</i>	Latin American textile interests	bi-monthly		5,731	1912	Henry H. Gottlieb	220 W. 42nd St., New York
<i>Industria de Refrigeración</i>	Refrigeration	bi-monthly			1945	T. T. Quinn	Industrial Publication Co., 812 Huron Rd., Cleveland
<i>Industria y Soldadura</i>	Welding industry	bi-monthly			1932	L. P. Auerbach	Industrial Publ. Co., 812 Huron Rd., Cleveland
<i>Industria Internacional- Construcción</i>	Latin American construction and engineering	monthly	8,810		1919	Loren Emory	Business Publ. Inter. Corp., 33 W. 43rd St., New York
<i>Industria Internacional- Industria</i>	Latin American construction and engineering	monthly	11,093		1919	Loren Emory	Business Publ. Inter. Corp., 33 W. 43rd St., New York
<i>El León</i>	Lions Clubs in Latin America (Spanish edition of <i>The Lion</i>)	monthly	9,540		1918	Melvin Jones	Inter. Assn. of Lions Clubs, Publ., 332 S. Michigan Ave., Chicago
<i>La Máquina</i>	Machine industry	bi-monthly	2,245	x	1940		Canterbury Press*
<i>El Mundo Azucarero</i>	Sugar industry	monthly			1912	W. W. Mayo	Rex W. Wadman, Publ., 2 W. 45th St., New York
<i>Noticias de Información</i>	News from Office of Labor and Social Information	monthly (mimeographed)		11,628	1930	Dr. Edward J. Ryan	Pan American Union, Washington, D. C.
<i>Obra y Social</i>	Dental Institute of Latin America	monthly					M. B. Massol, Publ., 1005 Liberty Ave., Pittsburgh
<i>Oral Hygiene</i>	(Spanish edition of English periodical by same name)						
<i>Pan-American Radio</i>	Radio broadcasting (Spanish and English)	monthly				Herbert Rosen	45 W. 45th St., New York
<i>Petróleo</i>	Petroleum interests	bi-monthly	4,500	x	1934		Petroleum Publ. Inc., 117 W. 9th St., Los Angeles

Journal	Special interest	Appearance	Circula- tion	Con- trolled distribu- tion	Estab- lished	Editor	Publisher
<i>Patrón del Mundo</i>	International petroleum	monthly	4,099	1943			Rex W. Wedman, Publ., 2 W 45th St., New York
<i>El Progreso Médico</i>	Medical interests	bi-monthly	10,000	1939	Dr. J. R. Herradura		2750 Hudson County Blvd., Jersey City
<i>Radio y Artículos Eléctricos</i>	Radio and electrical appliances	monthly	x	1945	F. J. Moynihan		Canterbury Press*
<i>Reportero Latino-American</i>	Shoe and leather magazine (Spanish section)	first issue of each month	3,018				210 Lincoln St., Boston
<i>Revista Aérea Latino-American</i>	Aviation industry	monthly	6,418	1938	W. R. Douglass		Aeronautical Digest Publ. Corp., 515 Madison Ave., New York
<i>Revista Industrial</i>	(Spanish and Portuguese edition of <i>New Equipment Digest</i>)	monthly	20,859	free	1943	A. N. Gregg	1123-35 W. Third St., Cleveland
<i>Revista Industrial</i>	(Spanish and Portuguese)	monthly					Penton Publ. Co., 110 W. 42nd St., New York 18
<i>Revista Rotaria</i>	Rotary Clubs in Latin America	monthly	25,727		1933	F. Hijonosa	Rotary International Publ., 35 E. Wacker Dr., Chicago
<i>Taller Mecánico Moderno</i>	Industrial machinery and supplies	quarterly	6,426	x	1940	Howard Campbell	Gardner Publications, Inc., 431 Main St., Cincinnati
<i>Tiquigüero Gregg</i>	Stenographic	quarterly			1934	J. R. Gregg	Gregg Pub. Co., 270 Madison Ave., New York
<i>Textiles Panamericanos</i>	South American textile industry	bi-monthly		2,200	1940		Panamerican Publ. Co., 393 Seventh Ave., New York
<i>La Tienda Universal Commerce</i>	Latin American retail grocers trade Automobile, radio and electrical in- dustries foreign trade (four English and eight Spanish issues a year)	monthly		x	1944	E. B. Heesler	Canterbury Press*
		monthly		8,000	1932		D'Aquila Publ. Inc., RKO Bldg., Rocke- feller Center, New York

Costello is publisher for this large enterprise and Munro Innes is general editor.

Two outstanding businessmen's clubs, Rotary International and the Lions Club, have Spanish editions printed in Chicago. The magazines are entitled *Revista Rotaria*, with the huge circulation of 25,727, and *El León*, with a circulation of 9,540. They serve mainly to promote the interests of these two organizations in the Latin American field and incidentally to promote the sale of American-made goods.

The United States government promotes the printing and distribution of three publications: the *Boletín de la Oficina Sanitaria Panamericana*, the *Noticias de Información Obrera y Social* and the *Boletín de la Unión Panamericana*. The last-named is the Spanish version of the *Bulletin of the Pan American Union*. This monthly magazine has been published in Washington since 1893. Its purpose is to improve the cultural and trade relations between the United States and the Latin American nations. The *Noticias* already mentioned is published by the Pan American Union. It provides information of interest to Latin American readers concerning social well-being, cooperatives, working class welfare, food, city planning, social security and related topics. The Pan American Sanitary Bureau, an independent international public health organization, is responsible for the *Boletín de la Oficina Sanitaria Panamericana*. The bureau is primarily interested in the prevention of the international spread of communicable diseases, and also in the maintenance and improvement of the health of the people of the twenty-one American nations. Articles in the *Boletín* are mostly in Spanish, but there are also articles in Portuguese, French and English.

The table accompanying the article is a complete list of the periodicals, alphabetically arranged, covered in the preceding discussion. The periodicals are published only in the large industrial and commercial centers where information concerning products available for export is within easy access.

ROBERT F. BRAND

The Citadel
Charleston, South Carolina

Editorials

The Place of Foreign Languages in Study for the Doctoral Degree

Communication of human thought and knowledge, as a highly developed characteristic of modern society, is receiving increasing attention by educators, the public and commercial interests. While mechanical means of transmitting and recording ideas and information have been greatly improved in recent decades, there remains the necessity for the individual to be able to convey to others his learning and the results of his work.

The University is directly obligated to disseminate as well as to create knowledge, and the Graduate School encourages the publication of original work of scholarly merit. It also has the function of directing attention to the importance of graduate students' being prepared for their future responsibilities in communicating knowledge to others. Intellectual hermits are creatures of the past, and society has a right to expect those who have had the privilege of advanced education to communicate to society what they have learned or created through research. Intellectual progress depends on the constant transmission of information and of results of original investigations. This principle is exemplified by our heritage of literature accumulated from the past and by current additions to the store of recorded knowledge.

English is the most commonly used language in this country for communication of thought by an individual and for dissemination of knowledge by a university. The effective use of this medium of communication should be the first objective of those who prepare themselves through advanced studies for positions of intellectual leadership. A study of foreign languages gives an insight into language as a means of communication and an understanding of English as the mother tongue.

Knowledge of foreign languages is a traditional requirement for the Doctor of Philosophy degree. It is sometimes regarded as a descendant of the classical education characterized by the name of this doctoral degree. In the trend toward utilitarian education, however, the significance of foreign language studies has not been fully realized.

The foreign language requirement is retained chiefly on the ground that it has the value of usefulness; and this justification is not to be denied. All literature belongs to the world as a whole, and in addition specific fields of study frequently have received their main contributions from certain regions of the world. This world or regional literature is at the ready command

of all who can read it. One's field of specialization, however, should not be determined by competence in one language or another; but whatever subject is studied and investigated, its wealth of source material should be available to the student. Scholars are thus made, not only through the immediate understanding and use of foreign languages in specialized study and research, but also through the building of a linguistic foundation upon which a future scholarly career is constructed. An even more specific use of foreign languages is made by those persons who plan to enter vocations having to do increasingly with foreign literature, affairs and residence. In these ways, and others, the knowledge of foreign languages is truly useful, and on these bases the foreign language requirement for the Doctor of Philosophy degree is retained.

The proponents of training in foreign languages, who limit the justification of foreign language requirements to utilitarian purposes, think in the same terms of "realistic practicability" as the opponents to this practice. This limitation does not take into account the many cogent factors involved in the issue.

The principal interpretation of the Doctor of Philosophy degree is that it marks a recognized type of scholarly accomplishment. It is true that this degree, in its strictest meaning, is now under question as describing the attainments and qualifications of some who earn it. The current trend is undoubtedly in the direction of altering the applicability of the word "Philosophy." But when the doctoral degree is granted as a mark solely of professional training, then a correspondingly descriptive degree should be employed. So long as there is distinction in the title "Doctor of Philosophy," the price should be paid to make it mean what it implies. The price for this distinguishing degree includes time and effort spent in acquiring knowledge, intellectual capacity, mastery of literature, research ability, and a broad human perspective. The Doctor of Philosophy degree is sought for what it is generally known to represent. If we make certain that it is what it purports to be, it will continue to be the highest earned degree bestowed by universities on the worthy.

Could the significance of the degree of Doctor of Philosophy be summed up as connoting a scholarly as well as specialized educational attainment? If so, then ability to transfer thought and to learn the recorded thoughts of other peoples is a logical part of the requirement for this degree.

Of whom do we expect attainments of this order? If we knew in advance who among the many admitted to the Graduate School are to develop into the full cultural capacity implied by the doctoral degree, we could admit them only and concentrate on their development. However, under the American system of educational democracy, we admit those candidates who give promise of accomplishment and confer the highest degree on those who progress to a satisfactory point. Under this procedure, all graduate

students are required to meet certain standards of accomplishment, including foreign language requirements. Even so, few recipients of the doctoral degree are as yet fully developed as scholars; the larger proportion of them have made but a beginning. In other words, the many pass through rigorous graduate education and meet requirements, and the few are developed in that time to a high degree of scholarship.

This lack of accurate predictability of intellectual capacity extends into the future of a graduate's career. Ability, opportunity and circumstance are factors that determine progress in leadership and vocation. But it is the unprepared mind that blocks advances, and utilization of educational facilities, including training in foreign languages, contributes to readiness to advance as growing ability and circumstances allow. Graduate education is intended to prepare students for unforeseen opportunities, and competence in foreign languages provides one type of basis for further development.

To include scholarly training in the requirements for the doctoral degree is not to say that all persons are to be occupied in or qualified for "the ivory tower." A holder of that degree is expected to be able to take into whatever he undertakes the capacities and training he acquired while in the pursuit of the degree. It is his responsibility to see that the degree has a worthwhile meaning for him in his vocation, otherwise he has denied his heritage and society's investment in him is lost. A recipient of the doctoral degree may not conduct research in his vocation, but he is expected to do his work better because of the training he has had in research. He may not talk the foreign languages required for the graduate degree, but his capacity to record and communicate his thoughts and work should be facilitated by his experience in languages. These principles are applicable to the career of the teacher, agriculturalist, industrialist, engineer, business man, or research scientist.

To this point, we have discussed the necessity of knowledge of foreign languages from the points of view of facilitating communication, providing a tool for learning the world's literature for research purposes, aiding the development of scholarship consistent with the degree of Doctor of Philosophy, and contributing to a continuing scholarly development.

To these bases for the foreign language requirement is to be added a social one. We are members of an expanding society, more involved in world affairs with each decade whether we will it or not. The United States is becoming an international leader, and concurrent with that goes the humble responsibility of leadership. Those persons who have had the privilege of the highest and most specialized formal education have a role to perform, and their part will be of increasing importance. This is no time for smugness or cultural isolation.

Immediately, there are opportunities for foreign contacts and occupations. The coming and going of advanced students abroad and to this country, our growing governmental responsibilites and varied occupational

opportunities in government and business, the bills passed by Congress providing funds for international exchanges of students and professors, the educational program of UNESCO—these and other evidences of world-wide activities all point to the international character of our times. They indicate to those who read that knowledge of once-distant countries and their tongues is a matter of reason, and recognition of service and opportunity. For the present, this country seems to be a source of physical strength, but the world as a whole has its heritage of literature for those who are prepared to utilize it.

The above remarks are of general nature and do not apply solely to candidates for and recipients of the Doctor of Philosophy degree. The principles stated pertain as well to college and professional education. The unfortunate thing is that the mastery of a foreign language or languages is not regularly accomplished by those students who later aspire to graduate degrees. Many students do have this experience early and continuously. Others unfortunately advance otherwise in their scholastic course and face the foreign language requirement as a hurdle to be jumped just prior to the General Examinations. The longer the delay, the more formidable appears the barrier. While preparation for a language examination is underway, work of other types suffers. These circumstances are deplorable and argue for the recognition of basic values in foreign language studies, which, if accepted and followed early in scholastic studies, would obviate the late, limited and arduous preparation to meet a requirement for the doctoral degree. The time may come when competence in foreign languages will be a requirement for admission to the Graduate School. . . .

N. PAUL HUDSON

Ohio State University

[This editorial by the Dean of the Graduate School has been reprinted from *The Graduate School Record* of The Ohio State University, I, 7 (April, 1948).]

Is the Ph.D. Foreign Language Requirement Justified?

For many years major graduate schools have had rather rigid requirements which the candidate for the Ph.D. Degree had to fulfil. One of these was that he had to submit proof of having passed a reading examination in two foreign languages while enrolled in the graduate school. The question of which languages were to be required varied with schools and departments concerned. Quite generally, however, these were French and German.

There is little doubt but that the purpose of the requirement was conceived in utter sincerity and was thoroughly justified. As a result of this, in many cases students have profited by more thorough preparation and greater ability to do research work in their chosen study.

In recent years there have become evident trends to eliminate the above requirement. Whether or not these are logically conceived will be discussed later. First, I should like to mention certain causes we have observed which may very well tend to lead to such attempts.

There are some schools where both the graduate office and the departments concerned have stipulations that preliminary examinations must be passed before students may qualify

as candidates for advanced and specialized work. In many of these schools evidence of ability to read two foreign languages, too, must be on record before the research work is begun. This, it would appear, is quite in keeping with the purpose of the requirement. Too often, however, the language requirement is permitted to drag on until the candidate has in one way or another covered sufficient ground in his research to satisfy the minimum required by his graduate committee. Such a procedure obviously defeats the purpose of the requirement and serves only to detract from the student's time and energy which he should really spend on his research problem. Many times the professor who is directing the graduate work "got by" the requirement in some way other than the originally prescribed method and is quite sympathetic with the unfortunate victim of undergraduate unpreparedness. This situation will become more common since fewer schools require foreign language proficiency for the A.B. and B.S. degrees.

Another tendency toward waiving the foreign language requirement is based on the assumption that more and more fact fields are opened by the appearance of an English translation of the original work. This trend is hardly sufficiently extensive or thorough enough to merit careful and serious consideration as ground for the abolition of this requirement.

Born of our experience in giving the graduate foreign language examination in the University of Kentucky for a number of years are the following suggestions:

(1) All students should be required to demonstrate proficiency in at least one foreign language before being awarded the bachelor degree. This proficiency should be a lower division requirement.

(2) Any student who is at all inclined to look toward graduate study should be encouraged to take a second foreign language as an elective during his upper division work. There can be no doubt of its cultural value to him if he is a genuine research man. Certainly there is more justification for giving the student credit even as a senior than to have him handicapped and penalized as a graduate student.

(3) Too frequently our own college departments are at fault in not calling the student's attention to graduate requirements early in his study.

(4) College department heads are reluctant to support foreign language departments when they attempt to sponsor rulings that the foreign language requirement should be satisfied at least one semester prior to the one in which the degree is to be awarded.

(5) In this department of the University of Kentucky approximately fifty per cent of all students fail to pass the graduate reading examination on the first attempt. Some take it four or even five times before they are able to translate the minimum required—namely, a written translation of 400 words in one and one-half hours. (Material closely related to the student's major subject is chosen wherever possible.)

(6) The study on the graduate level of elementary and intermediate foreign language is an expenditure of valuable time which the student could well use for his major work.

(7) A written examination is the only fair and unbiased way to judge a student's ability to read a foreign language since it eliminates completely the factor of doubt. The student is put entirely on his own and is not disturbed until the end of this period.

(8) A careful record must be kept of each examination. This is in the interest of both the student and the language department. Several times we have been able to assist the student who changed to another school after completing his master's degree here by confirming his statement that he passed the graduate foreign language examination here. We are in a position to give the text, publisher, year and even page of work translated. In fact, there has been no instance in which the examination itself has been called for.

In conclusion, it is my conviction that we should either attempt sincerely to uphold the requirement by enforcing it as such rather than look upon it as an unfortunate hurdle, or we should abolish it. We see no justification for suffering its existence as a disadvantage rather than the advantage it was originally conceived to be.

A. E. BIGGE

University of Kentucky

Foreign "Assistants"

I was particularly interested in one sentence of Mr. William Edgerton's comprehensive review of the Army Specialized Training Program in the March issue of *The Modern Language Journal*: [pp. 213-214]: "our colleges might offer fellowships to foreign students who would come with the understanding that they would spend part of their time pursuing their own course of study and the rest of it assisting the foreign-language departments by serving as guides and, as it were, 'source material' for the students studying their language." It occurred to me that American colleagues might be glad to have some details of just such an arrangement which is now working in British schools.

About two years ago we revived the "Assistant" system, which had been so successful before the Second World War. This system consists in a mutual exchange, by the respective Ministries of Education in France and Great Britain, of young students who spend about nine to ten months in the schools of the neighboring country as school assistants. The British Ministry of Education is now extending the system to include Belgium and Switzerland; carefully selected students from the latter country are particularly useful as any one Assistant may be able to help us with both the French and the German language.

Some description of the arrangements referring to a typical young Frenchman allocated to a British school will show, *mutatis mutandis*, the system under which all Assistants—French, British, Swiss—live and work. The Frenchman, interviewed and selected by the competent French authority, comes to England for the period of the school year (mid-September to July), is attached to an English school and receives a salary of 200 pounds from the Local Education Authority for that period. The over-all cost to the national budget is in effect canceled by the fact that a young English student is being provided with *his* living for the same period by the French government.

The Ministry of Education makes only two important conditions governing the work of the Assistant. He is engaged for a maximum time of twelve hours a week, and he must do *no actual class teaching*. The first condition enables the Assistant to pursue his own studies in the language of the country where he is temporarily stationed; the second is presumably to insure that no comparatively untrained student is ousting professional teachers with "cheap labor." These conditions fulfilled, the Assistant is entirely at the disposition of the Headmaster of the English school, or more generally of the Head of the Modern Language Department, and the latter utilizes at his own discretion the services of the Assistant.

From my own experience, I might classify the Assistant's work under three headings:

(1) With small groups of boys (five to seven in number). The Assistant engages them in conversation on every-day topics, practices with them questions and answers, gives them training in phonetics or in "pattern" sentences incorporating essential and idiomatic constructions. For this category the time-table exigencies of our school demand that the Assistant be alone with the boys, at least after the initial stages. . . .

(2) With a complete class or "set," in the presence of the teacher. At the higher levels, the Assistant gives causeries on some literary or social question included in the period prescribed for study. He may originate a debate, with the teacher as "opposer." In the lower classes he may give a dictation or recite a passage or incident which the teacher will later develop, with the class, as an essay.

(3) Extra-mural activities. Here the Assistant can be of great service. He provides a valuable member of groups visiting outside theaters, concert halls and exhibitions offering some function of linguistic interest. He takes a great part in the production of plays, games and sketches in school shows. Through links with his compatriots in the consulate and embassy of his own country he can obtain a great number of posters, brochures, guides and other *realia*.

Such are some of the Assistant's activities. There is a very wide variety of tasks which he will gladly undertake, and the extent to which his services may be utilized depends only on the enterprise of his mentor, the head of the department, and the local conditions of the school to which he is attached.

I realize that such a system envisaged for the United States of America would have to face the problem of transport costs, and I cannot presume, of course, to examine the administrative arrangements of your national and state educational organization, but I feel sure that good-will and planning ability could secure for the United States of America an exchange system of Assistants similar to that which has proved so valuable for us.

W. H. PORTER

*Westminster City School
London, England*

Foreign Students as Assistants in Modern Language Departments

Among the placements of foreign students by the Institute of International Education, a growing category is that of language assistants or informants. A number of universities before the war gave fellowships to French-, Spanish-, German-, Italian-, and Portuguese-speaking students in return for assistance in language classes. The Army's experience in language teaching demonstrated on a large scale the importance of constant practice in hearing and speaking a language, and new teaching methods based on Army experience are being widely adopted. Since the war more and more colleges and universities have been using students from abroad in their language departments.

The services of native language assistants are occasionally used for grading papers and other of the more routine work commonly assigned to graduate assistants, but they are, of course, especially prized because of the services they can offer in conversation classes. These may be large formal classes, but are more frequently small informal groups for practice in conversation and pronunciation. The assistant also acts as an informant, giving the students an insight into his country and its culture. In addition to actual teaching, foreign students often act as heads or assistant heads of foreign language houses, where these are a part of the campus life, preside at foreign language tables in the dining halls, or help with language club programs.

Native language assistants are ideal to complement permanent faculty personnel. University and college budgets frequently do not permit a large enough staff of full-time professors and instructors for maximum opportunities for conversational work. Half-time foreign language assistants can serve this purpose at a very reasonable cost, which appeals to deans and college presidents, while the American student's interest is stimulated by having a native French or Brazilian or Chilean instructor. In addition the foreign student himself is able to spend half-time or more on graduate studies and is given the opportunity of a year in the United States.

Language assistants from abroad may be in almost any field of study except possibly those which require long hours of laboratory work. Foreign students must carry twelve semester hours of studies, or the equivalent, to maintain their status as students on 4(e) visas, so the amount of time available as assistants will be influenced somewhat by his course of study. Ordinarily little preparation is involved in an assistant's duties, but eight to ten hours a week is considered the maximum load.

In many colleges foreign students receive board, room, and tuition for from six to eight hours of work. In others, particularly where greater service is required of the student, he may receive a cash stipend in addition to tuition and maintenance, or be given full compensation in cash. This in most institutions does not amount to more than \$1200.

The Institute of International Education believes that this type of fellowship has fully demonstrated its usefulness, both in giving opportunities to students from abroad for study in the United States, and in filling an important function in our own institutions. It hopes that there will be a continued growth in the number of such assistantships available to foreign students in the future.

LAURENCE DUGGAN

Institute of International Education

Notes and News

Dean Henry Grattan Doyle Honored

Henry Grattan Doyle, one of the great language leaders of this generation has been honored twice this year by two leading institutions: The George Washington University, which he has faithfully served for many years, and Middlebury College, an outstanding institution chiefly devoted to the study of foreign language and foreign language teaching.

The George Washington University conferred upon Dean Doyle the degree of Doctor of Laws, on May 26, and Middlebury, at a special convocation on July 30, gave him the degree of Doctor of Letters.

Dean Doyle has been a member of the staff of The George Washington University since 1916 and during that time has become known nationally and internationally in the field of foreign language teaching.

Last year, Dean Doyle was named one of the forty scholars who make up the United States National Commission for UNESCO. He represents the Modern Language Association of America. He is also the chairman of the Commission on Trends in Education for the MLA, a member of the Committee of the Language Program of the American Council of Learned Societies, a member of the Committee on Modern Languages of the American Council on Education, and secretary-treasurer of the National Federation of Modern Language Teachers Associations.

Dean Doyle has been editor of *Hispania* since 1942, and he was the editor of *The Modern Language Journal* from 1934 to 1938.

In 1946, he visited eight Latin American countries to inspect American sponsored schools and cultural centers for the American Council on Education.

During the war, he was on leave from University as director of the Washington Inter-American Center which taught 10,000 Federal employees Spanish, Portuguese and area studies about South and Central America. He has been a lecturer in Latin America where he has been honored, and he has done much to acquaint us with the cultural wealth south of our borders.

Dean Doyle has been interested in language teaching in general. He has been an active bibliographer and a scholar who has championed the Humanities.

We are grateful to him for his untiring labors in our cause. We rejoice and congratulate him for his well deserved honors.

Rotary International (35 East Wacker Drive, Chicago) has announced the awarding of thirty-eight Rotary Fellowships for the current academic year. The grants, ranging from \$2,000 to \$4,000, were made from a special fund established for the promotion of international understanding and world peace. Beginning with the 1949-50 academic year, Rotary Fellowships will be available to women, who also must be between the ages of twenty and twenty-eight and must have strong moral character and forceful personality. A candidate must be proposed by the Rotary Club nearest his home or nearest the school at which he is studying.

Professor Ronald Hilton, recently made a knight commander of the Order of the Southern Cross by the Brazilian government, is the faculty sponsor of the newly created Stanford University *Casa Espanola* for women students interested in perfecting their conversational ability. Selection of the residents is made by the Romanic languages faculty on the basis of scholarship and is considered an academic honor.

"A printed bulletin of four pages announces the first post-war meeting of the modern language teachers and scholars of Westphalia, Germany (British Zone), which took place late in June, 1947. Over two hundred were present. Questions involving the reorganization of the instruction in, and stronger emphasis upon, English as the first foreign language were paramount. It is interesting now, as it has always been for an American, to note that German schoolmen still think in terms of six and more years of study of a given foreign language, and not in terms of a smattering two years such as we have in the United States. Dr. Adolf Bohlen of Münster is the chairman of the Deutscher Neuphilologenverband."

The directorship of the AATF Information Bureau has been transferred from Professor Daniel Girard to Professor Armand Begué of Brooklyn College. However, the Bureau facilities will be maintained at Teachers College, Columbia University, and all correspondence should be directed there. The publication of the Information Bureau Bulletins has been suspended temporarily, but Bureau news will be included in the Varia section of *The French Review*.

Although it is estimated that there is a present need for at least 50,000 persons who can handle Russian effectively, only about 35,000 Americans of every category were studying the language in 1947-48. Of these, probably no more than 5,000 were enrolled in regular college or university courses. In order to meet the demand, "at least a quarter of a million Americans ought right now to be studying Russian," according to AATSEEL secretary, Professor A. P. Coleman. The introduction of Russian into the high schools is a necessity if university work in the language is to be sufficiently advanced. Large numbers of colleges and universities have shown a great interest in the language and a willingness to accept high school credits which represent instruction equal to that given in other languages.

Modern language students of Cornell University now have the opportunity to listen to recorded radio broadcasts from France, Spain, Italy and other countries. Monitoring of the foreign broadcasts has been made possible by the installation of radio, electrical transcription and other communications equipment. The equipment will be used also for recording class work and for making recording devices available to individual students for home-study purposes. The program is supported by a grant from the Rockefeller Foundation and is backed by the American Council of Learned Societies.

The Carnegie Corporation has made a grant of \$150,000, payable over a period of five years, toward the support of an Institute of European Studies at Columbia University. A program of teaching and research on a graduate level will be developed. Inquiries should be directed to: Professor Schuyler C. Wallace, Director, School of International Affairs, Columbia University, New York 27, New York.

The American Institute for Foreign Trade of Phoenix, Arizona is the only institution "solely devoted to indoctrinating men in the practical day-to-day work of the foreign representative." The nine-months-curriculum emphasizes export-import trade practices and area courses, but the instruction in language and social activities designed to make the American trade representative more *simpático* is of vital concern. The August issue of *Fortune* (pp. 116 and 119) describes the program.

The second edition of "France Says Come" is now available free of charge at the French National Tourist Office, Department R, Box 221, New York 10, or at the branches in Chicago, San Francisco, Los Angeles or Montreal. The forty-page booklet lists much of the information a traveler to France is sure to want to know.

Arrangements for the establishment of examining centers for the American Council on Education's 1949 Teacher Examination Program should be made by superintendents of schools and college officials before November 15, 1948. Correspondence regarding cooperation in the

project may be addressed to: Director, National Teacher Examination Project, Education Testing Service, 15 Amsterdam Avenue, New York 23, New York.

The American Council of Learned Societies has undertaken a program for the improvement of materials for Russian studies in American universities and colleges. One element in this program is the reproduction of Russian printed books and periodicals which are not readily available in this country or Europe through commercial booksellers. The type of reproduction used—facsimile reprinting of bound books, microfilm and microcard—will depend upon the extent of the demand. The Council's list of *Five Hundred Russian Works for College Libraries* will be the main source of titles for integral facsimile reproduction, but suggestions of other titles are more than welcome. One important title already available is the *Knizhnaia Letopis'* (numbers 1-13, 1946) at \$1.00 a number or \$5.00 for thirteen numbers. Correspondence should be addressed to: Russian Reprint Program, American Council of Learned Societies, 1219 Sixteenth Street, N. W., Washington 6, D. C.

NEW PERIODICALS

Periodicals of interest to language teachers are: *Foreign Language Notes*, *The French-American Review* and *Language Learning*. The first is published by the Secondary Education Board, Milton, Massachusetts; and its four pages contain a discussion department, question column, brief recommendations of textbooks and other items of interest to teachers. *The French-American Review* is a quarterly published by the Institut Français de Washington with the express purpose of removing sources of misunderstanding between the two nations represented in its title. Subscriptions (\$4.00) and business communications should be addressed to the Secretary-Treasurer of the *Institut*, 401 Michigan Avenue N.E., Washington 17, D C.; and editorial matters to Professor Joseph M. Carrière, Box 1383, University Station, Charlottesville, Virginia. *Language Learning—A Quarterly Journal of Applied Linguistics* "will deal with descriptive rather than historical linguistics." Departments include announcements and notes, reviews, bibliography and a readers' exchange. All communications, including subscriptions (\$2.00), should be sent to 1522 Rackham Building, University of Michigan, Ann Arbor, Michigan.

*Personalia**

University of Akron, Akron, Ohio. Department of Modern Languages.

Promotions: James Glennen and Donato Internoscia—to Associate Professor.

University of Alabama, University, Alabama. Department of Romance Languages.

Promotion: Marshall E. Nunn—to Head of Department.

University of Arizona, Tucson, Arizona. Departments of Spanish, Portuguese and German.

Appointments: M. B. Rodriguez—Assistant Professor—from Georgia State College for Women. George H. Danton—Visiting Professor of German.

Leave of absence: Gerhard H. Mundinger—Assistant Professor of German—to study at the University of Wisconsin.

Resignation: Fern Tainter.

Arizona State College, Tempe, Arizona. Department of Foreign Languages.

Appointments: Suzanne d'Orssaud—Assistant Professor of French. A. B. Hatch—Assistant Professor of German. Mary J. Escudero—Assistant Professor of Spanish.

Ball State Teachers College, Muncie, Indiana. Department of Foreign Languages.

Appointment: Wallace H. MacGoon—Head of Foreign Language Department, Professor of Foreign Languages—from Michigan State Normal College.

Retirement: Edgar A. Menk—Head of Department—after 19 years of service.

Bates College, Lewiston, Maine. Department of French and Spanish.

Appointment: Oliver Andrews, Jr.—Assistant Professor of French—from Governor Dummer Academy.

Resignation: Angelo P. Bertocci, Professor of French and Head of Department of French and Spanish—to Boston University.

Bethany College, Lindsborg, Kansas.

Appointments: Walter Fahrer—Professor—from Luther College, Wahoo, Nebraska. Alexander Vazakas—Professor—from Willamette College.

Resignation: A. A. Rattray, Assistant Professor.

Birmingham-Southern College, Birmingham, Alabama. Department of Romance Languages.

Appointment: H. N. Kopman—Assistant Professor of French—from Florida State University, Tallahassee, Florida.

Leave of absence: Gustavo René Hernández—to work toward Ph.D. at University of North Carolina.

* These items were received between July 1 and August 1, 1948.

Bowdoin College, Brunswick, Maine. Department of Romance Languages.

Death: Frederic Willis Brown, Professor Emeritus of Romance Languages. Died March 16, 1948.

Bowling Green State University, Bowling Green, Ohio. Department of Foreign Languages.

Appointments: Mabel Drennan—Assistant Professor of Foreign Languages. John V. Haggard—Associate Professor of Portuguese.

Leave of absence: Robert Litzinger—to complete requirements for Ph.D. degree at Ohio State University.

Promotions: Cecil L. Rew, Associate Professor of French—to become Chairman of the Department of Foreign Languages (no change in rank). Florence Baird—to Associate Professor of Spanish.

Retirement: Caroline Nielsen, Professor of Foreign Languages and Chairman of the Department for 30 years. Retired June 11, 1948 as Professor Emeritus.

Brigham Young University, Provo, Utah. Department of Modern and Classical Languages.

Appointment: Arthur R. Watkins—to Assistant Professor.

Leave of absence: Lee Benson Valentine—to secure doctorate.

Return from leave: Gerrit de Jong, Jr.—from one year in Brazil.

Central College, Fayette, Missouri. Department of Foreign Languages.

Appointment: Racine Spicer—Associate Professor.

Promotion: Eulalie Pape—to Associate Professor.

Retirement: F. L. Hager—after 26 years of service.

Central Washington College of Education, Ellensburg, Washington. Department of Languages and Literature.

Appointment: Dennin Hannan—Assistant Professor of French and Spanish—from Fresno State College.

Columbia University, New York, New York. Department of French.

Appointments: Nathan Edelman—Assistant Professor of French. Jean Bruneau—Visiting Assistant Professor of French.

Leave of absence: Justin O'Brien—winter session 1948-49—Guggenheim Fellowship. Jean-Albert Bede—1948-49—Guggenheim Fellowship.

Promotions: Justin O'Brien—to Professor of French. W. M. Frohock and Jeanne Varney—to Associate Professor of French.

Return from leave—Jeanne Varney—Paris, France, 1947-48.

Carleton College, Northfield, Minnesota. Department of German.

Resignations: Siegfried B. Puknat—to the University of California. Josef Rysan—to Vanderbilt University.

Coe College, Cedar Rapids, Iowa. Department of Foreign Languages.

Appointment: J. R. Ashton—Associate Professor of Romance Languages and Latin—from the University of Kansas.

Cornell University, Ithaca, New York. Division of Modern Languages.

Appointment: W. G. Moulton—Associate Professor (1947-48)—from Yale.

Promotions: G. H. Fairbanks—to Assistant Professor. F. B. Agard—to Associate Professor.

Dickinson College, Carlisle, Pennsylvania. Department of Modern Languages.

Leave of absence: Stacey E. Eaton, Assistant Professor—Doctor's Thesis.

Return from leave: W. W. Kirk, Assistant Professor—from Costa Rica, Cultural Program.

Emory University, Emory University, Georgia. Department of Romance Languages.

Appointments: C. R. Linsalata—Assistant Professor—from the University of Texas. James M. Smith—Assistant Professor—from the University of North Carolina.

Resignation: Roger D. Whichard.

Return from leave: George R. Keys, Assistant Professor—from study at the University of North Carolina. James Y. Causey, Associate Professor—from study on post-war Spanish novelists at the Library of Congress.

University of Florida, Gainesville, Florida. Department of Language and Literature (German).

Appointment: Max O. Mauderli—Assistant Professor—from the University of Pennsylvania.

Resignation: Arthur Moehlenbrock, Assistant Professor—to Furman University, Greenville, South Carolina.

Grinnell College, Grinnell, Iowa. Department of Modern Foreign Languages.

Appointments: William Rey—Assistant Professor of German—from Ohio State. John Kleinschmidt—Assistant Professor of French—from the University of Geneva (Switzerland). Helen Percas—Assistant Professor of Spanish—from Queens College, New York.

Retirement: C. W. Perkins—after approximately 25 years of service.

Return from leave: Harold L. Clapp—from Geneva, Switzerland—was director of Delaware Junior Year in Geneva for 1947-48.

Harvard University, Cambridge, Massachusetts. Department of Germanic Languages and Literature. Department of Romance Languages and Literature.

Appointments: Heinrich Schneider—Professor of German—from Cornell University. Charles Southward—Professor of Romance Language and Literature (permanent)—from the Johns Hopkins University. Louis George Pamplume—Assistant Professor of Romance Languages and Literature (5 years)—from Bryn Mawr College. Ernest Hatch Wilkins—Visiting Lecturer on Italian Literature (1 year). Antonio Regalado Gonzalez—Visiting Lecturer on Spanish Literature (1 year)—from the University of Pennsylvania.

Leave of absence: Jean-Joseph Sezner—sabbatical leave, spring term, 1948-49—research in France.

Promotions: LeRoy Clinton Breunig, Jr. and Robert Judson Niess—to Assistant Professor of Romance Languages and Literature (5 years). Stuart P. Atkins—to Associate Professor.

Retirement: F. W. C. Lieder—after 41 years of service.

Haverford College, Haverford, Pennsylvania. Department of German.

Return from leave: John A. Kelly, Professor of German—from sabbatical leave, 1947-48—Switzerland, Zurich and Basel.

Hunter College, New York, New York. Department of German and Department of Romance Languages.

Leave of absence: Hildegard Kolbe—to continue work with the European Command Intelligence School (until August 31, 1949).

Promotions: Edgar H. Hemminghaus, Emilio Gonzalez Lopez, Sidonia C. Rosenbaum, Gertrude R. Jasper and Elsie E. Pell—to Assistant Professor. Lillie V. Hathaway—to Associate Professor (as of January 1, 1949).

Indiana University, Bloomington, Indiana. Departments of German, French and Italian.

Appointments: A. Lytton Sells—Visiting Professor—from University of Durham, England. Francis W. Gravit—Assistant Professor—from the University of Michigan.

Death: George D. Morris, Professor Emeritus. Died April 8, 1948.

Leave of absence: Marion E. Porter, Assistant Professor—for military service.

Promotion: Henry H. Remak—to Assistant Professor.

Return from leave: Lander MacClintock, Associate Professor—from Italy.

University of Iowa, Iowa City, Iowa. Department of Romance Languages.

Promotion: Grace Cochran—to Professor.

Retirement: Stephen H. Bush—after 47 years of service.

University of Kansas, Lawrence, Kansas. Department of Romance Languages and Literature.

Appointment: Domingo Ricart—Assistant Professor—from Juan Luis Vives Foundation.

Resignation: L. L. Barrett, Associate Professor—to become Professor of Spanish at Washington and Lee University.

Kansas State Teachers College, Pittsburg, Kansas. Department of Language and Literature.

Retirement: Samuel James Pease, Professor of Foreign Languages—after 33 years of service.

Linfield College, McMinnville, Oregon. Department of Romance Languages.

Appointments: Carle H. Malone—Professor—from the University of Washington. Louis Earl Richter—Assistant Professor of Romance Languages—from the University of Oregon. Helen E. Emerson—Associate Professor of German from Stanford University.

Louisiana State University, Baton Rouge, Louisiana. Department of Romance Languages.

Promotion: John J. Guilbeau—to Assistant Professor.

Miami University, Oxford, Ohio. Departments of Romance Languages and German.

Appointment: E. N. Steiniger—Assistant Professor—from Alabama Polytechnic Institute.

Leave of absence (continued): L. P. Irvin, Chairman of Department of Romance Languages—War Department, Washington, D. C.

Promotion: Marcy S. Powell—to Associate Professor of Romance Languages.

Resignations: James Faulkner, Assistant Professor of Romance Languages—to University of New Hampshire. Arne Lindberg, Assistant Professor of German—to Washington State College.

University of Michigan, Ann Arbor, Michigan. Department of Romance Languages. Appointment: Ernst Pulgram—Assistant Professor of French—from Union College.

Deaths: Arthur Graves Canfield, Professor Emeritus. Died December 5, 1947.

Eugene Etienne Rovillain, Associate Professor Emeritus of French. Died February 20, 1948.

Leave of absence: Irving A. Leonard, Professor of Spanish-American Literature and Chairman of Romance Language Department—research in Latin-American studies (second semester of 1948-49).

Promotions: Franklin MacCown Thompson—to Assistant Professor of Portuguese. Enrique Eduardo Anderson-Imbert—to Associate Professor of Spanish and Spanish-American Literature. Lawrence Bayard Kiddie—to Associate Professor of Spanish. Edward Billings Ham—to Professor of French.

Retirements: Edward Larabee Adams, Professor of French—after 44 years of service. Michael Simon Pargment, Professor of French—after 31 years of service.

Michigan State College, East Lansing, Michigan. Department of Foreign Languages.

Appointment: Edith Weiss—to Assistant Professor of German and Spanish.

Promotions: Stanley E. Howell—to Associate Professor. George W. Radimersky—to Associate Professor. Arthur W. Sirianni—to Assistant Professor.

Resignation: Jacob Hieble, Assistant Professor.

Middlebury College, Middlebury, Vermont. Department of Spanish.

Appointment: Manuel Alvarez-Morales—Lecturer in Spanish—from Havana, Cuba.

University of Missouri, Columbia, Missouri. Department of Spanish and Portuguese.

Promotions: E. B. Scherr—to Associate Professor. Mildred E. Johnson—to Assistant Professor.

Retirement: Nell Walker—after 36 years of service.

University of New Hampshire, Durham, New Hampshire. Department of Languages.

Appointments: Alexander P. Danoff—Assistant Professor—from the University of Massachusetts. James C. Faulkner—Assistant Professor—from Miami University.

State Teachers College, Montclair, New Jersey. Department of Language.

Retirement: Ethel Frances Littlefield, Associate Professor of Languages—after 22 years of service at Montclair.

New York State College for Teachers, Albany, New York. Department of Modern Foreign Languages.

Promotion: Sara H. MacGonagle—to Assistant Professor of Romance Languages.

State Teachers College, Potsdam, New York. Department of Language.

Appointment: Charles W. Snyder—Assistant Professor (1947-48).

State Teachers College, New Paltz, New York. Humanities Division.

Appointment: Ignace Feuerlicht—Assistant Professor—from Sampson College, New York.

Newark College of Arts and Sciences (Rutgers University), Newark, New Jersey. Department of Modern Languages.

Promotion: Gilbert Sutherland—to Assistant Professor of French.

Northwestern State College, Natchitoches, Louisiana. Department of Languages.

Appointment: Jose D. Arevalo—Acting Assistant Professor of Spanish.

Leave of absence: Corinne L. Saucier, Assistant Professor of Spanish—to Laval University (1948-49)—for graduate study and writing.

Ohio University, Athens, Ohio. Department of Romance Languages.

Promotion: James V. Rice—to Associate Professor.

University of Omaha, Omaha, Nebraska. Department of Foreign Languages.

Promotion: Gertrude Kincaide—to Associate Professor.

University of Oregon, Eugene, Oregon. Department of Foreign Languages.

Appointments: Donald S. Willis—Assistant Professor of Oriental Languages—from the University of Washington. Rene L. Picard—Assistant Professor of Romance Languages—from Wayne University. Victor C. Strash—Assistant Professor of Slavic Languages—from the University of Washington.

Death: Anna M. Thompson, Assistant Professor of Romance Languages (emeritus). Died September 15, 1947.

Leave of absence: Christina Crane, Assistant Professor of Romance Languages. Laurence LeSage, Assistant Professor of Romance Languages—for research in Paris.

Promotions: Carl L. Johnson and Anibal Vargas-Baron—to Associate Professor of Romance Languages. Perry John Powers—to Assistant Professor of Romance Languages.

University of Redlands, Redlands, California.

Appointment: Henry Gustav Dittmar—Assistant Professor—from England, 1948.

Seattle Pacific College, Seattle, Washington. Department of German.

Retirement: C. May Marston, Professor—after 46 years of service.

Skidmore College, Saratoga Springs, New York. Department of Romance Languages.

Appointment: Blanche Price—Associate Professor—from Mohawk College, Utica, New York.

Leave of absence: Elena Araujo, Associate Professor—for study at the University of Zaragoza, Spain.

Resignation: Lois M. Boe, Associate Professor—marriage.

Return from leave: Lucie de Montoliu, Professor—from European travel.

Smith College, Northampton, Massachusetts. Department of German.

Appointment: Wolfgang Paulsen—Associate Professor—from the University of Iowa.

Leave of absence: Ann Elizabeth Mensel, Associate Professor—for study. Marie Schnieders, Associate Professor—Military Government, Germany.

Promotion: Anita Ascher—to Assistant Professor.

University of South Carolina, Columbia, South Carolina. Department of Foreign Languages.

Leave of absence: A. S. Hodge, Adjunct Professor—for study toward Ph.D.

Promotion: T. A. FitzGerald, R. M. Stephan and Grace C. Sweeny—to Professor. Ruby Ott—to Adjunct Professor.

Resignation: William S. Woods—to Tulane University.

Return from leave: W. C. Zeigler, Adjunct Professor—from Cuba, completing residence requirements for Ph.D.

Southern Illinois University, Carbondale, Illinois. Department of Foreign Languages.

Appointment: Helmut Hartwig—Associate Professor of German—from Union College, Schenectady, New York.

Leave of absence: Madeleine Smith, Assistant Professor of French—to work on doctorate at Yale University.

Stanford University, Stanford, California. Department of Germanic Languages.

Appointment: Helmut Boeninger—Assistant Professor.

Retirement: B. Q. Morgan, Professor, Executive Head—after 13 years at Stanford.

Syracuse University, Syracuse, New York. Department of Romance Languages.

Leave of absence: Ernest R. Moore—for research in Costa Rica (summer 1948).

Milan S. La Du—for research in France (fall semester 1948). Antonio Pace—research in Italy (academic year 1948-49).

Promotions: Albert J. George—to Professor of Romance Languages. Antonio Pace—to Associate Professor of Romance Languages. Fredéric H. Jackson—to Assistant Professor of Romance Languages.

Return from leave: Albert D. Menut—from France.

University of Tennessee, Knoxville, Tennessee. Department of Germanic Languages.

Appointment: E. Heyse Dummer—Associate Professor—from University of Idaho.

University of Texas, Austin, Texas. Department of Romance Languages.

Appointment: Miguel Romera-Navarro—Professor (permanent).

Death: Lilia M. Casis, Professor. Died October 19, 1947.

Promotion: Raphael Levy—to Associate Professor.

Texas Christian University, Fort Worth, Texas. Department of Foreign Languages.

Appointment: Wheeler Hawley—Assistant Professor—from the University of Texas.

Resignation: Eunice Joiner Gates, Professor—to Texas Tech.

Upper Iowa University, Fayette, Iowa. Department of Modern Languages.

Appointment: Helen Pohle—Professor of German and Spanish—from Evansville Indiana High School.

Change in status: Harry S. Van Landingham—from Professor of French and German to Professor of French and English.

University of Utah, Salt Lake City, Utah. Department of Modern Languages.

Appointment: Guy E. Smith—Assistant Professor—from the University of Arizona.

Promotion: Paul E. Wyler—to Professor.

Vanderbilt University, Nashville, Tennessee. Department of German.

Appointment: Josef Rysan—Assistant Professor—from Carleton College, Northfield, Minnesota.

University of Vermont, Burlington, Vermont. Department of German.

Retirement: Benjamin F. Ladd (illness)—after 22 years of service.

Wabash College, Crawfordsville, Indiana, Department of Romance Languages.

Appointment: Arturo Serrano—Assistant Professor of Spanish—from Bogota, Colombia.

Washington University, St. Louis, Missouri. Department of Romance Languages and Department of German.

Death: Bateman Edwards. Died September 1, 1947.

Leave of absence: Herbert Dieckmann—Guggenheim Fellowship.

Promotion: Erich P. Hofacker—to Professor.

Return from leave: Bernard Weinberg—from France and Italy.

Wayne University, Detroit, Michigan. Department of German.

Leave of absence: John F. Ebelke—Dean of Studies of the Junior-Year-in-Switzerland Group at the University of Basel.

Wellesley College, Wellesley, Massachusetts. Department of French.

Leave of absence: Rene de Messieres—to be Conseiller Culturel at New York.

Promotion: Marjorie H. Ilsley—to Professor and Chairman of Department.

Return from leave: Ruth E. Clark—from second semester in France.

Westminster College, New Wilmington, Pennsylvania. Department of Languages.

Appointment: Ella M. Stagg—to Professor of French—from Shurtleff College, Alton, Illinois.

Wheaton College, Norton, Massachusetts. Department of Romance Languages.

Appointments: Mrs. John Miller—Assistant Professor of French—returning to Wheaton after absence of two years. Grazia Avitabile—Assistant Professor of Italian and French—returning to Wheaton after absence of one year.

Promotions: Mary Sweeney and Lena Mandell—to Associate Professor. E. Dorothy Littlefield—to Professor of French.

Resignation: Enzo Tagliacozzo, Lecturer in Italian.

College of Wooster, Wooster, Ohio. Department of French.

Appointment: Pierre Jaccard—Visiting Lecturer—from Lausaunne, Switzerland.

Promotion: G. Pauline Ehrig—to Associate Professor.

University of Wyoming, Laramie, Wyoming. Department of Modern and Classical Languages.

Appointment: Cornelius J. Crowley—Assistant Professor—from New York University.

Resignations: Arthur S. Bates, Assistant Professor—to Sweetbriar College. Alberto de Paz y Mateos, Assistant Professor—to National Broadcasting Company.

Youngstown College, Youngstown, Ohio. Division of Language and Literature.

Resignation: Charlotte P. Gounard, Assistant Professor of Romance Languages—to Cleveland College.

CORRECTION

In the review of *Cervantes Across the Centuries* (May, 1948, pp. 400-401) the authors and titles of Part One were inadvertently disarranged through no fault of the reviewer. They should read:

Jean Cassou
Ramón Menéndez Pidal
Joaquín Casalduero
Helmut Hatzfeld
A. Morel-Fatio

An Introduction to Cervantes
The Genesis of *Don Quixote*
The Composition of *Don Quixote*
The Style of *Don Quixote*
Social and Historical Background

Reviews

BALAKIAN, ANNA, *Literary Origins of Surrealism—A New Mysticism in French Poetry*. King's Crown Press, New York, 1947, pp. xii+159. Price, \$2.75.

The author, relying partly on an interview with André Breton in October, 1941, first summarizes the basic objectives of Surrealism as: (1) the alienation of sensation; (2) the exploration of "objective hazard"—that is, the study of the unpredictable and seemingly illogical forces which control the succession of events; (3) the insatiable quest for the unknown. With quotations from Breton, Aragon, Crevel, Eluard, Desnos, Soupault, Tzara and Dr. Charcot, Mrs. Balakian expounds more specifically the Surrealists' opposition to science and to a rational conception of reality, their cult of disorder (or hazard), hysteria and mental derangements, the banishment of memory, the repudiation of love of home and country, the destruction of logical language and the development of a new *merveilleux* which has its roots in the absurd.

Having defined Surrealism, the author proceeds to search for the literary antecedents of the movement, which she conceives as having a background in the mysticism and occultism of such Romanticists as Lamartine, Balzac (in *Louis Lambert* and *Séraphita*), Hugo, George Sand, Jean-Paul, Holderlin and Novalis. Most of these early Romanticists, unlike the Surrealists, turned eventually to God and placed beyond the grave the answer to their quest for the invisible and the supernatural.

Two writers who come closer to the Surrealist technique in their intermingling of the dream-world and the real-world are Achim von Arnim and Gerald de Nerval. Neither, however, affects a *voluntary* disorder of the mental process, as do the Surrealists. In fact, Mrs. Balakian cleverly demonstrates that Breton, in claiming Arnim as his foremost predecessor, has relied principally upon an astonishing mistranslation of a crucial sentence which renders the exact opposite meaning of that intended by the German poet.

A much closer parallel to the Surrealist doctrine is presented by Baudelaire in his search for the unknown. Rather than his theory of correspondences, it is his anti-social, anti-natural tendencies, his Satanism, his distortion of reality and his cultivation of hallucination by the use of narcotics which make him an attractive figure to the Surrealists and an important link in what Breton calls "the great modern tradition."

Mrs. Balakian finds exemplified in the work of Lautréamont, Rimbaud and Mallarmé a spiritual crisis which shows further changes in the mysticism of the poet, now well on the road to the acceptance of the absurd as a fundamental means of artistic expression. These changes are: a distortion of the natural phenomenon by divesting it of notions of time, space and movement; a certain dehumanization by a rejection of human happiness and such mental processes as reasonable perceptions and memory; and the freeing of the concept of eternity from that of personal immortality.

The generation of poets from 1885 to 1920, represented by Laforgue, Maeterlinck, Saint-Pol-Roux, Gide, Apollinaire, Reverdy and Superville, continued the search for the absolute. They were fascinated by the symbol of the voyage, which curiously enough developed into a repudiation of movement, leading in turn to the abolition of the concept of limit and the refusal to imitate nature in the manner of photography. This new reality Apollinaire was the first to call "sur-real." It often consisted of the juxtaposition of contradictory elements quite illogical and even absurd, as in the easy communication between the quick and the dead. A

serious attempt was also made to eliminate the rôle of memory and to orient the mind toward the future.

The last chapter, "The Road to Chaos," is devoted to Dadaism, which brings the movement to utter illogicality and nihilism. One wonders why the first chapter on "Surrealism," which comes here chronologically, was not placed at the end. The book is supplemented by a bibliography, to which should be added: Maurice Nadeau, *Histoire du surréalisme*, Paris, 1945.

Within the limits which she has set, Mrs. Balakian has written a closely-reasoned and finely-integrated study of a complex subject. One must regret that no consideration was given to Surrealist painting, the importance of which is tacitly proclaimed by the presence of Ives Tanguy's frontispiece. Moreover, there is no mention of the rôle of Freudianism, a phase which was particularly important to Breton and Aragon. And in the study of a movement so intimately connected with Communism, one is amazed at the total neglect of social and political forces.

RICHARD PARKER

New York University

BRODY, CLARA CARNELSON, *The Works of Claude Boyer*. King's Crown Press, New York, 1947, pp. 167. Price, \$2.50 (paper-bound).

Claude Boyer is not much more than a name to many a reader of French literature. To the average public he is chiefly known by the epigrams of Racine, particularly the one flung at Boyer's *Judith* and ending with the lines:

"Je pleure, hélas! de ce pauvre Holopherne,
Si méchamment mis à mort par Judith."

Of course students of the seventeenth century French drama are well acquainted with Boyer through the work of Professor Lancaster, to which Miss Brody gives due credit.

Miss Brody has undertaken an *étude d'ensemble* of Boyer's tragedies, trag-comedies, machine plays and other writings. Such a study is justified and useful. It is done here with conscientiousness, with extensive search for sources and for the judgments of Boyer's contemporaries. Sometimes the imitations of Corneille, Racine, Mlle de Scudéry and others are pointed out. Much more could have been said on this subject. For instance, in connection with *La Porcie romaine*, Sabine in Corneille's *Horace* is mentioned but Emilie in *Cinna*, who comes first to mind, is omitted. The influence of Racine's plays on Boyer's *Agamemnon* is sparsely treated, perhaps because it has been very well done by Professor Lancaster (*French Dramatic Literature of the Seventeenth Century*, I, IV, pp. 157-58). How much Boyer imitated, how he followed the path of the great dramatists, how mediocre he was, could have been more forcibly shown.

Characters are often judged by Miss Brody according to a moral code and not according to the psychological insight that they do or do not reveal on the part of their creator. The synopses of the plays are not always crystal clear. Many verses are not accurately quoted—for instance: p. 48, *Mais quelque sort affreux que mon cœur "se préfère"* should likely read *se prépare*; p. 71, *Donnant tout pour le bonheur d'autrui* should read *Donnant tout, faisant tout, pour le bonheur d'autrui* (two words omitted); p. 85, *Le beau vers vous touche* should read *Le beau vous touche* (one extra word). Misprints in French are very numerous: p. 76, *la ministère*; p. 92, *un main*, among others.

As for Saint Cyr, it was founded by Madame de Maintenon, not by Louis XIV as stated in a note, p. 72. Louis XIV, of course, gave his approval, but the omission of Madame de Maintenon's name is unexpected.

These remarks should not make one underestimate the great amount of work Miss Brody has put into her research.

MARIA TASTEVIN MILLER

Vassar College

CARTER, BOYD G. AND ROWE, CHARLES G., *A French Review Grammar*. Ronald Press, New York, 1948, pp. viii+293. Price, \$2.25.

With the present concern about oral-aural facility, methods and purposes of language texts are being revised. Some are rushing eagerly toward a streamlined version of the direct method, almost completely eliminating grammar. Others are seeking to profit by experiences in the Army Specialized Training Program, and to make oral and grammatical work aid and supplement each other in closely-knit and well-integrated courses. Such is the purpose of this recent text, whose authors have aimed to combine practical conversation with a grammar review.

This text is divided into two parts, the first of which contains eighteen lessons (pp. 3-181) of the conventional type, with ample attention given to oral and written work. A distinctive feature is that words, idioms and constructions are presented in the conviction that a mastery of a basic group is more valuable than an uncertain knowledge of a broad general list. In Part II one finds eighteen units (pp. 185-220), which deal with thirty-six irregular verbs and their idioms. There follows a "Reference List of Irregular Verbs." The French-English vocabulary (about 1,900 entries) and the English-French vocabulary contain high-frequency words and idioms, which have been checked with Cheydleur's *French Idiom List*, Landry's *Graded French Word and Idiom Book* and Tharp's *Basic French Vocabulary*. An index, which is excellent, completes the volume. The whole text is so arranged that teachers emphasizing, for instance, conversation as a means to their ends, or verbs and idioms, may easily pursue concurrently or independently these objectives.

Recognizing the futility of the strictly "grammatical approach" and realizing that, irrespective of the procedure employed, a large portion of the learning process is through imitation, the authors yet present a very lucid explanation of grammatical principles for second- or third-year students to master; moreover, they have avoided several pitfalls usually besetting review grammars: (1) consideration of too many seemingly hard-and-fast rules and their exceptions; (2) inclusion of too many grammatical and rhetorical intricacies in each lesson; (3) the use of a large, diffuse and impractical vocabulary; (4) the insufficiency of practice material for the application of the rules.

There is little to be said on the negative side. We all know that a grammar is always a pretty foreboding thing and may easily give the impression of an 1890 formal grammar interlarded with reading material. In the case of this text, a few photographs and maps, to add a note of modernity to the text, would not have been out of place. A second negative criticism may be advanced by some instructors who may consider several dialogs too "school-room" in nature. An example may be found on page 21.

In short, *A French Review Grammar* will answer demands of those who wish to approach French orally and at the same time acquire mastery of its grammar.

EDNA LUE FURNESS

*The University of Wyoming
Laramie, Wyoming*

D'OUAKIL, BASILE G., *Jean de la Fontaine* and *Le théâtre français au XVII^e siècle*. S. F. Vanni, New York, 1946, pp. 96 and 63.

These small paper-bound books contain short chapters on the life and works of La Fontaine and the three great dramatists of the seventeenth century. For students just beginning their study of French literature, who find the large works of literary history too heavy to carry about and also too weighty for easy comprehension, such convenient pamphlets as these, with their large clear type and simple style, are of practical value. The French is good, but one notices some anglicisms and a few false constructions (pp. 29, 32).

The book on La Fontaine contains an interesting preface by Professor T. E. Oliver and an

introduction and short chapters on the life, fables, morality and versification of La Fontaine. There is also a lexicon of some of the words that need explanation. These are in alphabetical order, but from *l* to *v* only. The author says that they were culled at random, and one wonders why the most important words of the entire alphabet were not selected.

Dr. D'Ouakil feels, with reason, that La Fontaine's naiveté, laziness and irresponsibility have been unnecessarily emphasized so as to detract from our admiration of the writer, and he stresses, on the other hand, the great genius of the fabulist. The latter part of the book contains the text of twenty-six of La Fontaine's best known fables.

Le théâtre français devotes thirty-two, twenty-two and sixteen pages, respectively, to Corneille, Racine and Molière. The introduction promises too much in saying that the aim of the book is to "Présenter une étude approfondie et compréhensive sur chacun de nos trois grands dramaturges." At the beginning of Chapter 3, however, the author states the aim which he has been able to realize in this study of small dimensions: "Nous ne saurions faire entrer dans le cadre restreint de cette modeste étude l'analyse détaillée des pièces de Corneille. Nous nous contenterons de donner une idée d'ensemble de son système dramatique."

There are concise discussions on the life, character, dramatic method, subject matter and style of each of the three dramatists. Three chapters are composed of quotations of opinions about them from seventeenth century writers, such as are given in Marcel Hervier's *Les écrivains français jugés par leurs contemporains*. The opinions of Chapelain, Bourdaloue and Bossuet are of interest, but the judgments of modern scholars should be given also. A useful bibliography of modern critical works, such as the one appearing at the end of the book on La Fontaine, would be of service here also. Many statements are made in this booklet which we now know to be doubtful or erroneous. Some of these are to be found on pages 10, 17, 39, 47, 48.

The proof-reading has been poorly done in these booklets; there are at least seventy-five errors of punctuation, spelling, accentuation, omission of words, misuse of capitals, improper division of syllables. To mention a few, we read in the first book: "Would that be bad bad this relief!" (p. 8); "par honheur" (p. 14); "La fable du 'Petit Poisson et du Pécheur'" for ". . . le Pécheur" (p. 33). In the second book we find "Académie" and "Théâtre" on the cover; "copiryght" on page 4; "Coneille" as the title of Chapter I, and others. Capitals are improperly used in "dans le champ de la tragédie et de la Comédie Française au XVII^e siècle."

There are errors in dates. The year 1654, instead of 1684, is given as the date of the address of De La Chambre at the reception of La Fontaine into the French Academy (p. 25). D'Aubignac's *Pratique du théâtre* is said to have been published in 1557 instead of 1657 (p. 18).

There is no consistency in the use of italics or quotation marks for the titles of plays, fables and other works. On pages 58, 59, and 60, titles are italicized, but the author's names are also italicized. Sometimes quotation marks are used for titles of works, but, as a rule, no distinguishing sign differentiates a play from the character for whom it is named.

There is a place for short studies of the great classic writers. I have found the little book on Mme de Sévigné by Brodin, Chapard and Boorsch very useful, and I should like to see these studies of La Fontaine and Corneille revised, with errors corrected and bibliography and vocabularies added, to make them suitable for class use.

MARY T. NOSS

Ohio University
Athens, Ohio

LEWITTES, M. H. AND BLUMBERG, H., *Ivrit Haya*. Hebrew Publishing Company, 1946, pp. 392. Price, \$2.25.

The writer has had the experience of actually using the *Ivrit Haya* at New York University and is, therefore, in a position to give a first-hand teacher's classroom reaction to this

text. From the point of view of organization, presentation and content, this volume, in the opinion of the writer, is of superior quality.

The fifty lessons in the book appear to be selected carefully from Palestine and American Jewish life, Jewish history and other Jewish sources. In addition, the book includes a number of stories for supplementary reading which give the student a sense of power and achievement when he finds that he is able to read and understand the narratives. The context is interesting and motivates the students' desire to learn Hebrew. Moreover, the choice of material is bound to create in the learner's mind a pleasant association with the new language he is attempting to master. The lessons in the book are carefully graded, and the student therefore finds little difficulty as he proceeds in his study. One would hardly believe that such wealth of material can be couched in the vocabulary of 350 active and some 750 so-called "passive" words drawn from Rieger's word list on the basis of high frequency. Each lesson is followed with suitable and instructive exercises—and every five lessons are accompanied by review drills and new type tests.

The grammatical rules are formulated in simple terms, amply illustrated, with sufficient exercises and repetition. There is, however, one criticism to be lodged in connection with the grammar material. It is good to note that abstract and cumbersome detail has been omitted. However, the grammatical rules are not introduced or sufficiently integrated in the individual lesson but are in large degree of a detached and independent nature. It would be better if the grammar lesson actually flowed or grew out from the text. The student could thus be prepared and readied for the new grammatical formulation.

The book constitutes an excellent source for acquainting the student not only with the language but also with the culture of the Hebrew people. In addition to the literary material, the maxims, Palestine songs, pictures, maps and introduction are illuminating. There is little doubt that this text is a valuable contribution to our first year Hebrew textbook literature for adolescents and adults, and it is highly recommended as such.

ABRAHAM KATSH

New York University

MASELLA, ARISTIDE B. AND HUEBENER, THEODORE, *Learning Italian*. Henry Holt, New York, 1948, pp. xxxi + 260. Price, \$2.60.

There are numerous good features in this book, which was written in collaboration by a language teacher and the director of foreign languages in the schools of the city of New York. The two authors have aimed at giving to beginners Italian grammar, culture, oral comprehension and ability to speak and write. The result has been a good book that will hold the attention of the pupils through the beautiful illustrations of Italy that it contains, as well as through the cultural section that describes Italian civilization in its agricultural, industrial and cultural aspects. This last aspect, the most important, is presented by discussing the main epochs of Italian history and by describing the various cities of Italy: Rome, Florence, Pisa, Naples, Venice, Milan, Genoa and Turin, each studied in a separate chapter. The geography of Italy is also studied by regions and by describing its rivers, lakes and volcanoes.

Each lesson presents very briefly and clearly grammatical points which are illustrated by a reading lesson dealing with every-day life: family, a visit, the classroom, trades, the railroad station, the post-office, at dinner and so on.

Some teachers might object to the rather complex cultural material in a book that evidently is intended for young students. We personally do not since we are convinced that cultural material is easily understood by our pupils because of the English cognates. Indeed, we have always pleaded for an intensification of cultural material in the early stages of learning modern languages on the ground of the facility of vocabulary and of the stimulation afforded to our pupils. Moreover, the authors, side by side with the Italian text, have placed a very accurate translation of the reading material that will help pupils in reading this interesting and accurate epitome of Italian civilization.

From the standpoint of the language used in the cultural material, it might have been wiser to avoid the frequent use of the subjunctive since this mood is not presented in the book. Likewise, the authors might have avoided using so many irregular verbs, especially since they have not been included in the list of irregular verbs on pp. 248-253.

On p. 147, the statement "*il tesoro delle pitture di Michelangelo*" should have *pittura* in the singular or *quadri*, if the authors had the English "paintings" in mind. Likewise, on p. 231, we should have used the indefinite article in the phrase "*Bologna è gran centro ferroviario e grande città universitaria*"—all the more so since two adjectives accompany the nouns *centro* and *città*.

On the whole, this grammar seems to us a new book that has successfully aimed at combining the cultural objectives of the pre-war method with the oral and visual aids developed during the last war. The book would seem to us well-suited for high schools.

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PALMERI, JOSEPH AND BOTTKE, KARL, *Practical Italian*. S. V. Vanni, New York, 1947, pp. 263. Price, \$2.50.

Practical Italian is a grammar divided into forty lessons, after every four of which there is a review lesson. "Each lesson is divided into three parts. Part I consists of an everyday vocabulary, a dialogue about a concrete situation, a series of questions to be answered in Italian, and a suggested topic for conversation based on what has been learned in the lesson. Part II presents the fundamentals of Italian grammar. The accompanying exercises also stress the practical. Part III of the first eight lessons contain a drill on certain sounds with which the student usually has difficulty." Starting with the ninth lesson, "this drill is replaced by a sight reading passage."

The authors have fully carried out the aim they had in view. Taken as a whole it is an excellent text because it explains in a clear way the essentials of Italian grammar: nothing of importance was omitted. It provides the student with a vocabulary that will enable him to meet various concrete situations in conversation and when traveling in Italy.

In contrast with so many grammars that are pedantic and dry, *Practical Italian* is written in a lively, witty manner.

There are a few slight imperfections, in reference to some words, idioms or definitions: *tabella* for *insegna*, p. 21; *tassi* for *taxis*, or *automobile di piazza*, p. 98; *appendipanni* for *attac-capanni*, p. 107; *parimenti* for *altrettanto*, p. 140; *andar bene* for *star bene*, p. 148; *da esso* for *dal lui*, pl. 175; *scorrere*: "peruse" for "glance through," p. 159; *portare* for *condurre*, p. 217 (see Petrocchi, *Novo dizionario universale della lingua italiana*). *Nè . . . nè* in Italian are used with the verb in the plural (on p. 226 it is used with the verb in the third person singular) (see Manzoni, *I promessi sposi*, *capitolo XIII*, eighteenth paragraph).

The imperfections, which are slight and fewer than in most grammars, do not detract from the value and excellence of the book as a whole. Most grammar points are explained with unusual accuracy.

Practical Italian could be used in the first and second year of college. As for its adoption in high schools, the junior students of our high schools are immature and need grammars with pictures, many easy drill exercises and repetitions. But, with an adequate list of irregular verbs, it could be used from the fourth term of high school through the sixth term.

All in all the authors of *Practical Italian* and the publishers are to be congratulated on this fine, useful grammar.

GINEVRA CAPOCELLI

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Three Thousand Basic Japanese Words. Mimeographed first draft. Army Language School, Presidio of Monterey, California, 1948, pp. 65 (booklet).

This mimeographed first draft of a basic Japanese vocabulary arranges 3,000 words in the order of the native "table of 50 sounds." Each entry is given in characters and followed by the "part of speech" to which it belongs. There is no introduction to indicate the possible uses of this list. However, the entries belong for the most part to the spoken language. Words like *aikyō* (charm, winsomeness), *aete* (positively, daringly) and *ahureru* (to overflow) are recorded in the first two pages; these words are not to be found in Doi's Basic Japanese list, which contains 1,000 items and is copied after the Ogden and Richards Basic English list. The addition of 2,000 items beyond the first 1,000 apparently results in the inclusion of words that belong to somewhat higher than elementary levels. As far as spellings in the *kana* or syllabic characters are concerned, the compilers of the Army's list have aligned themselves with the new spelling reforms. These spellings conform with those found in the first volume of the Naganuma Readers, which are used in the Army's school. Technical linguists will probably object to the grammatical analysis implied in the names given to the different "parts of speech," but the Army Language School is to be congratulated in making its list available to civilians. It maintains the largest Japanese language teaching staff in the country, and its publications will always be interesting and suggestive to teachers in civilian institutions.

JOSEPH K. YAMAGIWA

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STAVROU, CHRISTOPHER, *Brazilian-Portuguese Pronunciation including Word List with Indicated Pronunciation.* David McKay Company, Philadelphia, 1947, pp. xi + 152. Price, \$2.50.

We possess numerous books and articles on the pronunciation of Lusitanian Portuguese. Indeed, Portugal has produced two great phoneticians, Gonçalves Viana in the older tradition and Armando de Lacerda in the modern. In considering the subject of Brazilian Portuguese pronunciation, however, only Cândido Jucá (filho)'s little manual comes to mind. Now, in Mr. Stavrou's book, we have a concise and, on the whole, adequate treatise available in English.

The first fifty-seven pages are devoted to a description of Brazilian-Portuguese pronunciation and its reflection in the orthography. Three pages on the pronunciation of Portugal are included in this section. The remainder of the book, pp. 58-152, consists of a word list with indicated pronunciation. "This list is composed of the 3,000 most frequent words in *A Graded Word Book of Brazilian Portuguese* (F. S. Crofts and Company, New York, 1945) and 2,000 additional words consisting of place-names, personal names, both given and family, and common conversational words (not frequent enough in literature to be included in the 3,000 most frequent words of the *Word Book*)."

The norm described in *Brazilian-Portuguese Pronunciation* is the pronunciation of Rio de Janeiro, "the beautiful *linguajar carioca*." The author recognizes, however, that the language of Rio is no more the standard language of Brazil than that of New York is the standard in our own United States.

The phonetic theory on which the book is based is definitely "old school." No cognizance is taken, for example, of the concept of the phoneme, so useful in just such a descriptive work as this, although the author comes very close to the phoneme on p. 11. Nor is any space devoted to the all-important subject of intonation, so masterfully treated on the Lusitanian side by Lacerda. Indeed, the book is a rough equivalent for Brazil of Gonçalves Viana's *Portugais*, published forty-five years ago.

Mr. Stavrou's work is not "scholarly" in the accepted sense. There is no bibliography. There are no notes. It seems to be designed primarily for American (*estadunidenses*) students, and perhaps teachers, of Brazilian Portuguese who have completed an elementary grammar and desire a reference work for more detailed phonetic study and a pronouncing dictionary.

which will give them the value of those curses of Portuguese orthography, stressed *e* and *o* and *x*. It is, on occasion, prescriptive rather than descriptive (see pp. 20, 26, 27, 35).

The book is singularly free of misprints and, within the limits which the author has imposed on himself, of errors. I did notice, however, the lack of an accent on *miúda* on p. 10, of the little half-circles indicating semi-vowels in the last line of p. 15, and of a comma in the first line of text on p. 37. Furthermore, on p. 30, what is referred to as the Parisian *uvular r* should, I believe, be called velar.

There is one subject into which I regret the author did not go more deeply: the normal value of stressed *é*, as in *élle*, *paréde*, *lapéle*, and others. In Lusitanian Portuguese and in the insular dialects this sound appears to me to be not unlike the so-called open *i* of our *it*, *hill*, and the like. How about the Brazilian pronunciation? In a popular article on Brazilian Portuguese written for Rotarians who intended to go to the Rotarian International Convention in Rio in 1940, Henley C. Hill wrote, on p. 47 of "Let's Learn a Bit of Portuguese!" (in *The Rotarian*, LV: 3, September, 1939): "The vowels in Portuguese are: . . . *e* -eh- as in *fit*; *é* -eh- as in *Ella*. . . ."

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ARJONA, J. H., *Temas de conversación*. Henry Holt, New York, 1948, pp. xxii + 246 + xxiv. Price, \$2.00.

An interesting and worthwhile addition to the primers of Spanish conversation is found in this text of Mr. Arjona, which evidently has been somewhat inspired by the method employed by the Army. The book is appropriately prefaced by a compact but comprehensive section on pronunciation, syllabication, accent, intonation and linking. Twenty-four carefully graded and steadily-paced lessons follow.

A typical lesson begins with a series of approximately six related sentences in Spanish and English, which employ a verbal construction plus suitable nouns and phrases that lend themselves to multiple combinations. Then follows an oral drill, based upon the words listed in the model, stressing their use in sentences since "ease in speaking Spanish, once you have mastered the vocabulary, is obtained through uttering units of expression and not disconnected words." The student then may vary these sentences by changing subject, predicate and modifiers and by introducing an interrogative or negative word to form a series of questions and answers. Fluency is sought through the suggested exercises designed to exhaust every possibility for expanding and recasting a given sentence into numerous variants. Such an approach obviously delegates the teacher to the secondary role of guide and listener, whose duty now rests essentially in supplying such information as needed. The initiative for maintaining the conversation rests principally with the student who is expected to ask and answer all the questions.

Since grammar is of secondary importance in this type of conversational approach, the set of grammatical rules which the author presents is entirely adequate. Grammar drills, optional vocabulary and the frequent insertion of special idiom lists help round out the chapters. These highly diversified lessons introduce, as well, spirited and compact *diálogos* containing good idioms and up-to-date vocabulary—for example, *la quinta columna*, *la bomba atómica*, and others—which lend themselves to oral presentation in the classroom should one so desire.

It would be remiss not to mention the attractive collection of songs, epigrams, stanzas, jokes and puns which are found in each lesson under the title of *Para Aprender De Memoria*.

The book may well be used in a beginners' Spanish conversational class in high school or college since the arrangement lends itself easily to any desired tempo as well as to the direct method approach or to use in conjunction with a more detailed grammar.

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BLANCO-FOMBONA, RUFINO, *El hombre de oro*, edited by Virgil A. Warren. Oxford University Press, New York, 1948, pp. xix+188. Price, \$2.00.

Although text editions of contemporary Venezuelan novels (Uslar Pietri's *Las lanzas coloradas*, Rómulo Gallegos' *Doña Bárbara*) are available to the American student, the work of Blanco-Fombona has hitherto been neglected, and we are glad to welcome the present text edition of one of his most famous novels.

El hombre de oro was first published in 1907, and it shows a curious cross between the sordidness and cynicism of the naturalist school and the gaiety and exuberance of more optimistic and idealistic fiction. It is essentially a sardonic tale of unrepentant vice and unrewarded virtue, and it brings to mind *Volpone*, *L'avare* and Carrasquilla's *Frutos de mi tierra*, although it lacks their occasional hilarity and some of their literary merits.

Camilo Irurtia, an incredibly unattractive, dirty and miserly usurer, is thrust almost overnight into the second most important public office in Venezuela, the *Ministerio de Hacienda*, and his imbecilic decisions in that office make him the leading contender for the presidency of the republic. Olga Emmerich, wanton and unscrupulous, makes dupes of her three gentle and gullible aunts, marries a mulatto newspaper hack, Andrés Rata, and finally deserts him to run off with a bullfighter from Seville. Cirilo Matamoros, the herb doctor, self-sacrificing and impelled by philanthropic zeal, languishes in jail for practicing medicine without a licence and writes futile appeals to the now powerful Irurtia, who in less opulent times made steady use of Cirilo's free medical advice and who was indirectly responsible for his incarceration. Decidedly not a tender or uplifting tale!

Professor Warren's edition has been "considerably abridged" to 116 pages of text, but no changes have been made in the author's language, the difficulties of which may prevent the use of the text edition except in advanced classes. The editorial treatment consists of about sixty questions or topics for description, "intended to be suggestive rather than exhaustive," and notes, largely on geographical and historical references. I wish that there had been asterisks in the text to direct the student to the *Notes* and that more help had been given the student on idiomatic phrases, either in the *Notes* or in the end-vocabulary. In a very casual check, I found the following phrases inadequately explained: *no dar un grano de maíz ni al gallo de la pasión*; *la puso chocha*; *como quien no quiere la cosa*; *si bien*; *yo no cargo vela en ese entierro*; *a mala puerta llamaban*. Another defect is that the Spanish words in the *Introduction* have not been included in the end-vocabulary, an omission which is especially unfortunate since the *Introduction* begins with a page and a half of Spanish.

The edition is very attractively printed, decorated and bound, and I found only a few misprints.

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GARCÍA-PRADA, CARLOS AND WILSON, WILLIAM E., *Entendámonos—manual de conversación*. Houghton Mifflin, Boston, 1948, pp. x+246. Price, \$2.00.

This book is well-adapted to instruction in conversational Spanish for use in every-day life among Spanish-speaking people. The pronunciation review which precedes the main text is brief and easily comprehensible. The main text is divided into forty-two lessons in dialog form well-arranged as to sequence and difficulty, followed by an attractive *sainete* in three acts. Words that are not found among the first thousand in the Buchanan list are translated at the foot of each page on which they occur, cognates excepted. The words thus added are carefully chosen for their usefulness. The *preguntas* which follow each dialog are simple and conform closely to the subject matter of the preceding dialogs. All of the lessons are written in simple language and in a natural style.

An additional feature, that adds real worth to the book, is found in eighteen illustrations,

which give aid in the acquisition of further practical vocabulary. Each of these illustrations is accompanied by additional questionnaires.

True-false questions, based on the subject matter, and suggested topics for original conversations should be useful in stimulating pupil's interest.

We believe that this text can be used successfully for students who have had a fairly good amount of reading and who have familiarized themselves with the simple tenses of the indicative of regular verbs and a few of the most frequently used irregular verbs.

Entendámonos has been prepared carefully by authors who understand the problems of teaching practical conversational Spanish to the students of our North American schools.

WILLIAM C. ZELLARS

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KAULFERS, WALTER VINCENT AND BLAYNE, THORNTON C., *Voces de las Españas*. Henry Holt, New York, 1947, pp. xi+420+lxxvi. Price, \$2.60.

Voces de las Españas—a companion book for *Voces de las Américas*, which was published last year—is one of the current attempts to approach Spanish culturally and linguistically. It is planned to follow the first book by providing material similar to that of the earlier text on a second level basis; it may be used effectively by beginners and by advanced students; it is intended to provide material which will aid the student in speaking, reading and writing Spanish. There are six major divisions: "El derecho de ser humano," "Costumbres y días de fiesta," "El idioma de las musas," "El mundo español en la literatura," "En la galería de las ilustres" and "En busco del nuevo mundo." There are eight sections which contain photographs with captions in Spanish and English to arouse and satisfy the student's curiosity.

This is a book whose subject matter is so selected and organized that there is ample material to meet the interests and abilities of students of all age levels, although it is primarily set up for young students. Any student (or teacher) who uses *Voces de las Españas* will have a thorough dipping into things Spanish. There are selections which tell about Spanish as "el idioma del honor y de la cortesía" and as "el idioma de la música y del amor." Others are devoted to Spanish drama, and in them the student will hear of don Juan Tenorio. Don Quixote, Sancho Panza and Cervantes are found in a story and in a play. The literature of the Western Hemisphere is given with discussions about José Eustacio Rivera, Amado Nervo, José María de Heredia, Gabriela Mistral and others. And on the list could go because every page contains new material which is informative and interesting. *Voces de las Españas* is a book to peep into at odd moments as something good is found at every glance. It would be splendid to have sufficient copies for each student in a classroom so that reading from them might be done daily.

The teacher will find the self-tests very good. She will be pleased to have the sections "Si le gusta leer en español" with their lists of books which are helpful in teaching Spanish. She will like the variety of drills, oral and written. The "Gramática auxiliar" will be a great aid to her as she guides students with grammatical weakness to this aid for correcting their errors.

Voces de las Españas merits your inspection; the more often you examine it, the more impressed you will be by its usefulness. Much material has been packed into the covers of one book, but there is organization, and it will aid the teacher in revitalizing her teaching and the student in learning to speak, read and write "el idioma de las musas."

ISABELLE GOODWIN

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